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ABSTRACT

To provide basic information on new educational methods and programs, this catalogue describes 315 projects designated as exemplary by the Joint Dissemination Review Panel of the U.S. Department of Education (DOE). The catalogue is divided into 12 categorical sections, including (1) adult education, (2) alternative schools and programs, (3) bilingual and migrant education, (4) career and vocational education, (5) early childhood and parent involvement programs, (6) physical, environmental, and social sciences, (7) educational organization and administration, (8) preservice and inservice training, (9) mathematics and language arts, (10) special education and learning disabilities, (11) fine arts and communication technology, and (12) health, physical education, special interest, and gifted-child programs. Data on each project comprise the title, capsule summary, target audience, description, evidence of effectiveness, financial and implementation requirements, services available, and name and address of a contact person. Projects are indexed by state, categorical section, ERIC descriptors, and title. Appendices list 54 projects added since the catalogue's last edition and exemplary projects that receive DOE funds for disadvantaged or handicapped children or for follow-through programs. (RW)

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Educational Programs That Work

A CATALOG OF EXEMPLARY PROGRAMS
APPROVED BY THE
JOINT DISSEMINATION REVIEW PANEL

Eighth Edition
1981

Prepared for the
National Diffusion Network Division
Department of Education
by

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

EA 014 231

Educational Programs That Work was written largely by the staffs of the projects described, without whose cooperation the program outlines could not have been produced.

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INTRODUCTION

The National Diffusion Network Division, Department of Education, is pleased to present the eighth edition of *Educational Programs That Work*, the annual National Diffusion Network catalog of exemplary educational programs. Current descriptions of all the programs described in previous editions are included, together with 54 new programs approved for national dissemination since publication of the seventh edition in 1980.

The term *exemplary* is conferred only after a project has been reviewed by the Department of Education's Joint Dissemination Review Panel. This panel examines the evidence for cognitive and affective gains presented by each project. Positive endorsement of a project's claims of effectiveness by a majority of the attending Panel members constitutes approval, and a date of validation is assigned. Projects that continue development and submit additional evidence of effectiveness to the Panel carry two validation dates. All projects that are approved after publication of this edition of *Educational Programs That Work* will be described in the next edition.*

The staff at the National Diffusion Network are dedicated to helping local school districts, intermediate service agencies, state departments of education, and postsecondary institutions in their continuing efforts to improve educational opportunities and achievement for all. To promote the transfer of successful programs from the development sites, the Department of Education, through the National Diffusion Network Division, supports the National Diffusion Network (NDN), a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate improved practices into their own programs.

The NDN operates through two kinds of projects — Developer/Demonstrators and Facilitators. Developer/Demonstrators are exemplary projects that provide training, materials, and technical assistance to those who adopt their programs. NDN Facilitators (one or more in every state) are the principal link between Developer/Demonstrators and those seeking new programs. They help to identify suitable NDN programs and assist with adoption, training, and operation. Many Facilitators also help local school districts with other planning. A list of NDN Facilitators follows this introduction. Facilitators should be contacted for additional information on any program described in this catalog.

Currently, 89 of the JDRP-approved projects are NDN-funded Developer/Demonstrators. Others receive funds from the Department of Education's Division of Follow Through and Office of Special Education to provide dissemination and adoption services. Still others receive ESEA Title IV-C money for dissemination within their own states, and adoption sites of many projects also provide assistance.

Numerous federal, state, intermediate, local, and postsecondary agencies share responsibility for improving education through nationwide dissemination. A major goal of the NDN is to promote cooperation among the many public agencies that provide educational services to the nation's children. The Department of Education encourages the broadest possible use of programs that proved successful, and this catalog is one means to that end.

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*For further information about the Joint Dissemination Review Panel, contact the Executive Secretary, Joint Dissemination Review Panel, Department of Education, Room 802, Riviere Building 1832 M St., N.W., Washington, DC 20236.

QUESTIONS AND ANSWERS — *Educational Programs That Work*

The series of questions and answers that follows will help you to become more familiar with the eighth edition of *Educational Programs That Work*. A few minutes spent reviewing these questions and answers will enable you to appreciate its full potential.

Q. WHAT IS THE PURPOSE OF *Educational Programs That Work?*

A. *Educational Programs That Work*, an overview of all educational programs approved for national dissemination by the federal Joint Dissemination Review Panel, provides basic information on new methods and programs to those who wish to improve their educational programs and services. It introduces the National Diffusion Network (NDN), its Facilitators and Developer/Demonstrators, and their services to schools, institutions, and agencies that want to implement these programs, and it enables the U.S. Department of Education to acknowledge the achievements of their developers.

Q. WHAT IS IN *Educational Programs That Work?*

A. *Educational Programs That Work* describes all programs approved by the JDRP since its inception in 1972. Programs fall into three categories: active projects that receive funds from the National Diffusion Network to support dissemination efforts (these projects have full-page descriptions); active projects that do not receive funds from the NDN to support dissemination efforts (these projects have half-page descriptions); and inactive projects that offer only limited services. This edition of *Educational Programs That Work* identifies all 315 programs approved by the JDRP between 1972 and June 1981.

Q. HOW IS *Educational Programs That Work* ORGANIZED?

A. *Educational Programs That Work* is divided into 12 sections. Each section groups active projects with a common focus:
Section 1, Adult Education
Section 2, Alternative Schools/Programs
Section 3, Bilingual/Migrant Education
Section 4, Career/Vocational Education
Section 5, Early Childhood/Parent Involvement
Section 6, Environmental Education/Science/Social Science
Section 7, Organizational Arrangements/Administration
Section 8, Preservice/Inservice Training
Section 9, Reading/Language Arts/Mathematics/Writing
Section 10, Special Education/Learning Disabilities
Section 11, Arts/Communication/Technology
Section 12, Gifted and Talented/Health/Physical Education/Special Interests

Q. HOW ARE THE PROGRAM DESCRIPTIONS ARRANGED IN THE 12 SECTIONS?

A. Within each section, programs are divided into two categories — funded and nonfunded — and then arranged alphabetically by project title within each grouping. A special table of contents precedes each section. (For example, see page 1-1.)

Q. HOW CAN I MAKE A QUICK PRELIMINARY REVIEW OF THE PROGRAMS IN EACH SECTION?

A. A capsule phrase that summarizes the exemplary program follows each title in the sectional tables of contents. See page 1–1, for example: the first entry, Adult Performance Level Project (APL), is described as "A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills."

Q. IS EACH PROGRAM REPRESENTED IN ONLY ONE SECTION?

A. Each program description is placed in only one of the 12 sections, as determined by content. Because many programs could well have been placed in two or more sections, a sectional cross-reference index listing all programs under all appropriate headings is provided on page 14–10.

Q. HOW CAN I LOCATE PROGRAMS FOR A GIVEN CONTENT OR PROBLEM AREA?

A. To help you locate programs for a given area, selected ERIC (Educational Resources Information Center) descriptors have been assigned to all active projects described in the catalog. These descriptors act as headings for the alphabetical ERIC descriptor index on pages 14–16 through 14–24.

Q. HOW CAN I LOCATE A DESCRIPTION FOR A GIVEN PROGRAM IF I KNOW ONLY THE NAME OF THE PROGRAM?

A. The alphabetical index on pages 14–25 through 14-30 lists all JDRP-approved programs by title.

Q. HOW CAN I LOCATE A DESCRIPTION FOR A GIVEN PROGRAM IF I KNOW ONLY THE STATE IN WHICH IT IS LOCATED?

A. The index of exemplary projects by state on page 14–3 lists all JDRP-approved programs by the state in which they are located.

Q. IS THERE ANY OTHER HELPFUL INFORMATION I SHOULD BE AWARE OF BEFORE I BEGIN TO USE THE CATALOG?

A. The catalog contains five appendixes, which provide the following information:

- The list of Follow Through Projects, pages 13–8 and 13–9, identifies projects that received funds for development from the U.S. Department of Education's Division of Follow Through.
- The list of Office of Special Education (OSE) Handicapped Children's Early Education Outreach Programs, page 13–10, identifies projects that receive dissemination funds from the U.S. Department of Education's Office of Special Education.
- The list of ESEA Title I Exemplary Projects, page 13–7, identifies projects that received funds for development under Title I of the Elementary and Secondary Education Act.
- The list of Exemplary Projects Approved Since Fall 1980 Edition, on page 13–6, identifies new projects.
- The list of JDRP-Approved Projects With Limited Availability, pages 13–3 through 13–5, identifies inactive projects.

Q. IF I WANT ADDITIONAL INFORMATION, SUCH AS DETAILS ON COSTS OF INSTALLING AN NDN PROGRAM IN MY SCHOOL, HOW DO I OBTAIN IT?

A. All entries, full- and half-page, include the name of a contact person who can answer questions about the program. A mailing address and a telephone number are included in the contact statement. NDN Facilitators can also give detailed information.

Q. HOW CAN I GET MORE INFORMATION ABOUT THE NDN?

A. Contact your state or regional NDN Facilitator to learn more about the NDN and its programs. A description of the Facilitators' role and a list of Facilitators begins on page xi. You may also contact the federal office that administers the National Diffusion Network:

National Diffusion Network Division
U.S. Department of Education
Riviere Building, Room 802
1832 M Street, NW
Washington, DC 20036

Division telephone numbers:
For questions about Developer/Demonstrator projects, (202) 653-7003
For questions about Facilitator projects, (202) 653-7006

NATIONAL DIFFUSION NETWORK (NDN) FACILITATORS

To help public and private schools and districts identify suitable National Diffusion Network programs, the National Diffusion Network Division, federal sponsor of the NDN, supports Facilitator projects in every state, the District of Columbia, the Virgin Islands, and Puerto Rico.

Facilitators work with schools and institutions to define their problems, determine which NDN programs hold promise for solving those problems, and help with formal adoption of NDN programs. Facilitators can supply additional information on all of the programs described in this catalog, and they can arrange for demonstrations. When a school or institution decides to adopt an NDN program, Facilitators can make arrangements for training. Many Facilitators also provide follow-up and perform or oversee monitoring and evaluation at adopter sites.

NDN Facilitators are based in local school districts, intermediate service agencies, state education agencies, and private nonprofit organizations. The funds that Facilitators can draw on vary from state to state, and their funding policies vary as well. In some states, schools and districts that adopt NDN programs can be reimbursed by the Facilitator for such start-up costs as instructional materials and teacher training. In other states, the costs of travel to awareness conferences or demonstration sites can be covered by the Facilitator. Readers are encouraged to telephone or visit their NDN Facilitators to learn what services are available.

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SECTION 1

ADULT EDUCATION*

NON-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

ADULT PERFORMANCE LEVEL PROJECT (APL) - Texas........ 1-3
A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

Project CLASS (Competency-based Live-Ability Skills) - California........ 1-4
A series of competency-based modules for teaching survival skills to adults of low-level reading ability.

OTHER JDRP-APPROVED PROJECTS

FLIT: Functional Literacy - Virginia........ 1-5
A functional reading literacy education program.

NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP) - New York........ 1-5
A competency-based alternative high school credentialing program for adults.

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*See Sectional Cross-Reference Index, p. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

PROJECT

ADULT PERFORMANCE LEVEL PROJECT (APL)

A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

target audience

Approved by JDRP as a program for general English-speaking population over 18. Curriculum materials for undereducated adults also have implications for elementary and secondary curricula, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Project research measured specified minimum competencies an adult must possess to function successfully.

Based on the objectives identified by APL research a complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem-solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults learn how to read job descriptions or open savings accounts. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives. Printed materials are supplemented with cassette tapes. A pre/post diagnostic instrument for each objective is also included.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school program and to the General Educational Development Test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skills-oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: placement tests, the competency-based curriculum described above (if indicated by scores on placement tests), a series of life-skills activities, and demonstration of an entry-level job skill or postsecondary education skills or skills in home management/maintenance.

APL staff offer awareness, training, and follow-up technical assistance to adopters.

evidence of effectiveness

Program graduates demonstrate functional competence by scoring at APL level 3 in every objective within the five APL Content Area Measures (American College Testing Program), and by showing 100% competence in Life Skills Activities. Six-month follow-up surveys of graduates indicate higher levels of self-satisfaction. Graduates frequently recommend the program to others.

implementation requirements

The APL curriculum can be adopted by a unit as small as a single teacher. The APL Diploma Program can be adopted by a unit as small as two persons performing counseling, teaching, and assessing functions. Preimplementation training conducted by APL staff is required. Reassignment of existing personnel usually suffices.

financial requirements

Materials: sets of five Content Area Measures available from American College Testing Program. Each set contains 25 copies and costs $37.[illegible]. The full APL curriculum is available from Harcourt Brace Jovanovich, Inc.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Elaine Shelton, Manager; APL 3-D Project; University of Texas at Austin; College of Education; Education Annex S-21; Austin, TX 78712. (512) 471-4623.

Developmental Funding: USOE BOAE

JDRP No. 75-13 Approved: 3/25/75
5/15/79

Compiled Summer 1981

PROJECT

PROJECT CLASS (Competency-based Live-Ability Skills)

A series of competency-based modules for teaching survival skills to adults of low-level reading ability.

target audience

Approved by JDRP for adults reading at 0-8 grade levels. This program has been used in high schools for basic skills remediation; in continuation schools, middle schools, and correctional institutions; and by programs for the mentally and physically handicapped, community outreach programs, and the military, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Adult students often have difficulty in transferring academic learning from classroom settings to situations encountered outside school. To address this problem, Project CLASS has developed two series of competency-based modules -- one for use with teacher-directed instruction, one for independent study -- providing instruction in survival skills to adult students at low (0-8 grade equivalent) reading levels. In classroom situations, students learn survival skills while improving their reading, writing, and math. Students who read at a higher level may use independent modules to meet course requirements or to earn elective credit.

The modules, which address useful topics in consumer economics, community resources, health, government and law, interpersonal relationships, and occupational knowledge, contain between one and nine objectives (average: four). Objectives are clearly stated, taught, and tested and show participating teachers, students, and others what the student has accomplished. Sixty modules have been developed, divided equally between APL level I (0-4 grade equivalent) and II (5-8 grade equivalent). To enable students to learn concepts at their own reading level, level I modules include two versions of the same concepts, one written at grade 0-2 reading level, the other at grade 3-4 level. Level II modules cover different objectives. Each module includes a teacher's guide (containing objectives, concepts, skills, teaching/learning strategies, resource list, evaluation report, annotated bibliography, answer keys, and specially written teacher's resources), student handouts, and a pre/posttest. An average of six hours (one to three class sessions) is required to complete a module.

Modules can also be used to provide remediation for the APL and SHARP tests.

evidence of effectiveness

Field testing using a locally developed instrument in a pre/post design to measure mastery of module objectives was conducted in fall 1979 at Adult Basic Education and English as a Second Language programs at four California sites ranging from rural (Clovis) to highly urban (San Diego). Pretest data were used to remove bias in favor of treatment classes. Differences between treatment and control groups in gain in percent of students mastering objectives were highly significant, as reflected in differences in median gains at individual sites (e.g., Clovis: 80 vs 0; San Diego: 20 vs 0).

implementation requirements

Adopters must purchase a set of CLASS and LifeSchool modules and provide inservice training and staff development time for teachers involved. Program can be implemented by a single teacher, an entire school, or a district. Facilities for reproducing tests and handouts are needed. No other special facilities or equipment are required.

financial requirements

CLASS modules: $225 per set (Level I Independent Study, $75; Level II Classroom, $75; Level II Independent Study, $75). LifeSchool Level I Classroom replaces CLASS Level I Classroom modules. LifeSchool Level I Classroom: four binders $225 (or $59.50 each) including a classroom management manual; available from Pitman Learning, Inc. Several classes can use same materials. Two-day implementation workshop at adopter site: $300 plus travel expenses. Continuation costs are limited to reproduction of tests and handouts.

services available

Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including trainer's fee, travel, and per diem). Implementation and follow-up services are available to adopter.

contact

Mary Rich, Project Director, or Lorraine Ruston, Assistant Director; Clovis Adult School; Clovis Unified School District; 914 Fourth St., Clovis, CA 93612. (209) 299-4367 or -2961.

Developmental Funding: USOE BOAE, Adult Education Act, Sections 309, 310

JDRP No. 80-1 Approved: 1/31/80

Compiled Summer 1981

PROJECT FLIT: Functional Literacy

A functional reading literacy education program.

target audience Approved by JDRP as a reading program for adults with reading equivalency of sixth grade or lower. This program has been used in other settings for regular and remedial classes (grades 5-12), vocational education, adult education, and adult basic education, but no evidence of effectiveness has been submitted to or approved by the Panel.

description FLIT is an educational program of task-related/functional literacy training developed originally by HumRRO (Human Resources Research Organization) for U.S. Army recruits with low reading ability. Since that time, the program has been revised into an educational program specifically for a wide range of students -- both children and adults -- who need to increase their functional reading skills. The program is designed for persons with a fifth-grade reading ability who have difficulty in using their reading skills effectively.

The program has five learning modules: How to Use a Table of Contents, Extracting Information from Textual Material, How to Read Graphs, How to Read Tables, and How to Use Indexes. A Teacher's Manual and answer key provide a complete description of the materials, the sequence of instruction, and the teacher's role in the program. The Student Practice Text provides opportunities to rehearse and generalize newly acquired skills. Placement and Module Skill Tests measure entry-level skills as well as those acquired as a result of the teaching program. The material can be used by a teacher in a classroom of [illegible]0-30 students, in smaller groups, or as individualized, self-paced instruction. The program is performance-oriented and has application over a wide range of job or task-related topic areas.

Contact the project about available training and other services.

contact Devah Galloway; Human Resources Research Organization; 300 N. Washington St.; Alexandria, VA 22314. (703) 549-3611.

Developmental Funding: U.S. Army Research Institute JDRP No. 74-[illegible] Approved: 3/25/74

Compiled Summer 1981

PROJECT NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP)

A competency-based alternative high school credentialing program for adults.

target audience Approved by JDRP for English-speaking adult students over the age of 18.

description This is an alternative high school credentialing program for adults who have acquired skills through their life experience and who can demonstrate those skills in applied performance tests. The project's objective is to provide adults with an assessment and credentialing process that is an alternative to traditional diploma programs such as General Educational Development (GED). The program provides no instruction: it is an assessment system through which adults can earn a regular high school diploma. The program has two phases. In the first phase, diagnosis, the adult is tested on six diagnostic instruments that help him/her identify learning deficiencies in the basic skill areas. If a deficiency is identified, the adult is given a learning prescription and is sent to the community to utilize the learning resources available. After the deficiencies have been corrected, the adult enters the second phase, final assessment. In this phase, the adult must demonstrate 64 generalized competencies in the basic and life skill areas of communication, computation, self-awareness, social awareness, scientific awareness, occupational preparedness, and consumer awareness. The adult must also demonstrate an individualized competency in one of three skill areas: occupational, special, or advanced academic. The assessment system is an open testing system characterized by flexibility in time and location of testing. It offers adults the opportunity to demonstrate process skills through a variety of documentation forms. There is an explicit understanding and discussion of all required competencies. Graduates of the program are surveyed 10 months after they receive their diplomas to determine the impact that graduation has had on their lives. To date, graduates report an increased interest in continued learning; job promotions and raises; and increased self-esteem and self-confidence.

Contact the project about available training and other services.

contact Kathleen [illegible]ter, Director; External Diploma Program; 405 Oak St.; Syracuse, NY 13203. (315) 425-5259 or -5263.

Developmental Funding: USOE BOAE JDRP No. 79-26 Approved: 5/30/79

Compiled Summer 1981

SECTION 2

ALTERNATIVE SCHOOLS/PROGRAMS*

NON-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP) - Kansas.......... 2-3
A new method of organizing and managing an academic classroom.

FOCUS DISSEMINATION PROJECT - Minnesota.......... 2-4
A successful secondary program for training teachers to deal with disaffected youth.

OTHER JDRP-APPROVED PROJECTS

ALTERNATE LEARNING PROJECT (ALP) - Rhode Island.......... 2-5
A community-based alternative to traditional school, emphasizing basic skills, career education, performance-based graduation, and parent and student participation, that offers both a complete high school program and Special Focus Programs to supplement existing curricula.

a COMMUNITY APPROACH TO YEAR-ROUND EDUCATION (Project C.A.Y.R.E.) - Colorado.......... 2-5
A program designed to meet student learning needs effectively through the use of an alternative calendar while accommodating a greater number of students within existing facilities.

EDUCATIONAL SERVICES FOR SCHOOLAGE PARENTS (ESSP) - New Jersey.......... 2-6
A special education program providing educational, nutritional, social, and health services to expectant school-age students.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory (FWL)] - California.......... 2-6
An alternative program of secondary education that uses the entire community as a school.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory] - Oregon.......... 2-7
A competency-based alternative that asks students to step outside the classroom walls for approximately half of their school time.

PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC) - Connecticut.......... 2-7
An alternative secondary school of choice within the public school system.

SENIOR ELECTIVE PROGRAM - New Jersey.......... 2-8
A program exclusively for seniors designed to update curriculum in order to complement an open-space building.

ST. PAUL OPEN SCHOOL - Minnesota.......... 2-8
An alternative school program using the concept of the open school to enrich the K-12 educational experience.

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*See Sectional Cross-Reference Index, p. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

PROJECT

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

A new method of organizing and managing an academic classroom.

target audience

Approved by JDRP for the apathetic learner, the "discipline problem," the poor attender, and the potential dropout in grades 9-12. It has been used in other settings in grades 6-8 and with the gifted, the talented, and the creative learner, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop, and display information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic classroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as on teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

evidence of effectiveness

DEEP students had a 30% lower incidence of absenteeism than non-DEEP students, and the dropout rate was decreased 37% compared with non-DEEP classes. DEEP students showed statistically significant gains in attitudes of affection, respect, and the value of knowledge as measured by the Risk-Taking-Attitudes-Values Inventory. Ninety-eight percent of students completing DEEP classes later graduated. Eighty-five percent of students enrolled in DEEP classes completed at least six academically sound projects per DEEP class.

implementation requirements

The DEEP classroom management model is adaptable to a variety of school structures. It can serve as an alternative within the traditional high school, junior high school, or middle school or in a separate alternative school. The management model can be utilized in many academic subject areas, primarily language arts, social studies, and science. The model is adaptable to regular, modular, and other types of flexible scheduling.

financial requirements

DEEP training manuals with student activities cost $5 per inservice workshop participant. DEEP teachers are usually volunteers from existing staff. Adopting districts pay costs relating to release time for teacher training. If the adopter has audiovisual equipment, the cost of adoption should not exceed the normal per-pupil allotment.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, KS 67214.
(316) 268-7801.

Developmental Funding: USOE ESEA Title III

JDRP No. 76-82 Approved: 6/23/76

Compiled Summer 1981

PROJECT

FOCUS DISSEMINATION PROJECT

A successful secondary program for training teachers to deal with disaffected youth.

target audience

Approved by JDRP for disaffected secondary students of all ability levels, and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

description

Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection.

Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning, to improve each student's grasp of basic skills, to build a classroom culture that demonstrates the caring principle, to enhance each student's ability to relate effectively with peers and adults, and to give each student a reason to be optimistic about the future.

Focus is a highly structured program offering courses in English, social studies, math, and work experience. Instruction in Focus classes is based on ability and need. Curriculum materials are modified to meet the student's level of skill-development and are presented in relation to survival beyond graduation. Students are actively involved in the selection, modification, and evaluation of these materials. Focus students take such classes as science, physical education, health, and electives in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of eight to ten students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

evidence of effectiveness

A three-year evaluation (done at the original site) demonstrated that Focus improved student attitudes toward school, enhanced self-concept, increased academic achievement, and decreased disciplinary referrals, school suspensions, and absenteeism. Evaluation available on request.

implementation requirements

Many replication plans are possible, ranging from staff training in skills and strategies to enhance an existing program to a full-scale replication of the original site model. Size of program is determined by the number of target students identified by the adopter. Maximum advised for any one program is 75 students. Successful replications have been made in urban, suburban, and rural settings. The humanistic, caring emphasis of the program makes it effective regardless of the ethnic or economic factors present at the replication site.

financial requirements

Focus staff training manual and curriculum manual are provided at cost to schools attending inservice training. A wide variety of commercially available materials already found in most classrooms is also used. Focus staff are generally selected from existing employees, but need release time to attend inservice training and prepare materials.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Sue Schillinger; Focus Dissemination Project; Educational Growth Exchange; 121 E. Second St.; Hastings, MN 55033. (612) 437-3976.

Developmental Funding: HEW: Youth Development Act
(Ofc. of Human Devel.)

JDRP No. 74-74 Approved: 5/29/74

Compiled Summer 1981

PROJECT ALTERNATE LEARNING PROJECT (ALP)

A community-based alternative to traditional school, emphasizing basic skills, career education, performance-based graduation, and parent and student participation, that offers both a complete high school program and Special Focus Programs to supplement existing curricula.

target audience Approved by JDRP for students of all abilities, grades 9-12. This program also has been used in other settings (middle school and adult level), but no evidence of effectiveness has been submitted to or approved by the Panel.

description ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities, and a broad arts program. The emphasis throughout is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Participants are selected by lottery, using such factors as race, family income, income, sex, and grade level to achieve a population that reflects the city and school system profile. ALP has five major objectives: to improve student performance in basic academic skills; to improve student career decision-making skills; to provide needed counseling for planning, evaluation, and support of student activity; to involve students and parents in school governance and decision making; and to maximize learning opportunities in the community. Graduation requirements at ALP involve: the ALP Life Skills Competency Assessment (an evaluation of individual student competencies in practical, real-life situations where applied performance is required) and the ALP Core Diploma requirements (in which students must pass proficiency exams in English, math, and science, earn credit in U.S. history, and complete a minimum number of courses and educational activities). The ALP model consists of two major components -- adoption and Special Focus Programs. The five essential elements of an ALP adoption are: project administration and design, curriculum development, counseling and student evaluation, community resource development, and governance and decision making. The Special Focus Programs designed to supplement existing curricula are: Family Life Pr.. Counseling Service, College Local Educational Agency Relationship (CLEAR) Program, ALP Child Care Center, Competency-Based Education and Basic Skills, and Transitional Program for Special Needs Students.

Contact project about available training and other services.

contact Paul R. Gounaris; Dissemination Services; Alternate Learning Project; Providence School Department; 321 Eddy St.; Providence, RI 02903. (401) 456-9195.

Developmental Funding: USOE ESEA Title III JDRP No. 74-86 Approved: 6/5/74

Compiled Summer 1981

PROJECT A COMMUNITY APPROACH TO YEAR-ROUND EDUCATION (Project C.A.Y.R.E.)

A program designed to meet student learning needs effectively through the use of an alternative calendar while accommodating a greater number of students within existing facilities.

target audience Approved by JDRP for grades K-8 in any school district experiencing concerns with growth in student population or any school/district desiring to investigate alternative calendars. This program has been used in other settings for grades 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The 45-15 year-round calendar divides the student population into four groups. Each group attends school for 45 school days (nine weeks) and then has a vacation of 15 school days (three weeks). These patterns are staggered so that one track is always on vacation. This allows the building to accommodate 33 percent more students. In addition, the program can create a more consistent total learning program by eliminating large blocks of time (i.e., three summer months) between learning segments. Initially, the adoption of a year-round program is no more than a calendar change. As such, changes in staffing ratios, materials, facilities, operational costs, and curriculum are not necessarily integral parts of the program.

Contact the project about available training and other services.

contact Thomas Balakas, Project Director; Year-Round Project Dissemination Center; 3855 S. Alicia Pkwy.; Aurora, CO 80013. (303) 693-0611.

Developmental Funding: USOE ESEA Title III JDRP No. 78-160 Approved: 3/15/78

Compiled Summer 1981

PROJECT EDUCATIONAL SERVICES FOR SCHOOLAGE PARENTS (ESSP)

A special education program providing educational, nutritional, social, and health services to expectant school-age students.

target audience Approved by JDRP for any pregnant student in the public school system. In practice, these students range in age from 11-19 and are primarily from grades 8-12.

description With its program at the Family Learning Center (FLC), the New Brunswick Board of Education is addressing some well-known teenage pregnancy problems. These include poor academic motivation and achievement and a significantly higher infant mortality rate and lower birth weight than are found in the babies of any other age group. The FLC provides small classes with highly motivated teachers and emphasizes satisfactory academic achievement, maternal and child health, and nutrition. While a pregnant student may remain in the regular school setting, she is encouraged to transfer to the FLC, continuing her regular subjects there. In addition, she takes Family Life Education, which includes nutrition, planning and preparation of lunch, sewing and consumer education, and health. Areas covered in the health course include pre- and postnatal care of herself and her baby, the study of human reproduction, the labor and birth process, and birth control options. She is assisted in reaching appropriate social agencies, and informal rap sessions with the head teacher and the guidance counselor are encouraged. When the student enters the program, the nurse contacts her obstetrician, checks to see that her records are complete, follows her progress, and sees that regular appointments are kept. There are periodic tours of local hospital maternity facilities. A head teacher coordinates the program under the direction of the Director of Pupil Personnel. Two full-time and four part-time teachers plus a part-time nurse and a part-time guidance counselor complete the FLC staff. After delivery and a two-week maternity leave, a student may continue her classes at the FLC for six weeks. This period of adjustment facilitates her introduction to the double role of mother/student and encourages her to complete her education.

Contact project about available training and other services.

contact Dana Klein, Dissemination Specialist; Family Learning Center; 225 Comstock St.; New Brunswick, NJ 08901. (201) 745-5168.

Developmental Funding: USOE ESEA Title III **JDRP No.** 74-56 **Approved:** 5/14-15/74

Compiled Summer 1981

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory (FWL)]

An alternative program of secondary education that uses the entire community as a school.

target audience Approved by JDRP for grades 9-12. This program was designed for a cross section of high school students. It is adaptable to special target groups, including gifted students, potential dropouts, adults, and college students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Through direct experience in a wide variety of real-life settings, EBCE helps students to acquire the skills and knowledge necessary to choose, enter, advance in, and find satisfaction in adult roles. Individually planned learning programs utilize large and small businesses, governmental agencies, community organizations, and individual professionals and entrepreneurs. Learning is accomplished through individualized projects combining growth in academic subjects, career awareness, and basic and interpersonal skills. While learning programs are planned and monitored with the assistance of EBCE staff located at a school center, students spend much of their time in the community, working with volunteer resource persons and organizations. Seminars and other group sessions support and expand students' experiences and assure them broad exposure to major fields of study and work. Project Planning Packages contain goals and guidelines for planning individualized projects in career/subject fields as well as criteria for assigning credit. Students with skills deficiencies as well as those desiring advanced study use individualized materials (assisted by tutors), or they enroll in regular high school or community college courses. Learning coordinators work with groups of 25-30 students, helping them to develop long-range goals, shorter-range objectives, and project plans. A resource analyst develops and maintains the external resources; a skills specialist diagnoses student needs (e.g., in reading skills) and coordinates supplementary learning activities (such as tutorials or workshops in basic skills). Program emphasis is on skills needed for lifelong learning. Using an inquiry process, students design their own projects under staff supervision. Program handbooks and materials offer guidelines within which students and staff make decisions, and tools for documenting student plans and progress.

Contact the project about available training and other services.

contact Karen Chatham, Director; EBCE Developer/Demonstrator Project; Far West Laboratory for Educational Research and Development; 1855 Folsom St.; San Francisco, CA 94103. (415) 565-3133.

Developmental Funding: National Institute of Education **JDRP No.** 75-22 **Approved:** 5/7/75

Compiled Summer 1981

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory]

A competency-based alternative that asks students to step outside the classroom walls for approximately half of their school time.

target audience Approved by JDRP for grades 9-12. This program has also been used with grades 7-8, with adults, and with disadvantaged, migrant/bilingual, gifted, talented, and handicapped populations, but no evidence of effectiveness has been submitted to or approved by the Panel.

description EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, and environmental) as primary resources to meet curriculum objectives. Preliminary exploration is followed by intensive visits. Utilizing the experience of these visits, as well as a wide variety of traditional and nontraditional resources, students complete individualized projects that are written to specific academic, life skill, and career development objectives. Students are assisted in developing skills in time management and short- and long-range planning. They are held accountable for their own time, learning, and behavior, with expectations of increasing maturity and responsibility. Before completing EBCE, students must demonstrate proficiency in a variety of competencies to the satisfaction of community experts. The program usually relies on an advisory committee composed of parents, students, and representatives of education, business, and labor. Students earn both required and elective credit and receive a regular high school diploma.

Contact the project about available training and other services.

contact Larry McClure, Program Director; Education and Work Program; Northwest Regional Educational Laboratory; 300 S.W. Sixth Ave.; Portland, OR 97204. (503) 248-6800, ext. 430.

Developmental Funding: National Institute of Education JDRP No. 75-22 Approved: 5/7/75

Compiled Summer 1981

PROJECT PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC)

An alternative secondary school of choice within the public school system.

target audience Approved by JDRP for students of all abilities, grades 9-12.

description High School in the Community (HSC) is a small, innovative alternative to the traditional high school. It is designed to provide students and their parents with a choice of learning environments within the public school system. HSC is a highly personalized, humanistic program that seeks to improve students' attitudes toward learning and to give them a sense of shared responsibility in the process of their education. Students plan their own programs with staff advisors. Family Groups (in which a staff member meets with his/her guidance students for an hour each day) allow for open discussion about school and life. The Policy Council (governing body of HSC, composed of students, teachers, and parents) provides the opportunity for students to participate in decisions about their education. The Career Orientation Program places students with volunteer teachers in various community institutions and exposes them to work situations before they leave high school. HSC does not give letter grades. Students receive descriptive evaluations of work accomplished and suggestions for improvement. No single teaching approach is required. A general atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low teacher control and student competition, has emerged. HSC has consistently compared favorably with other high schools in both cognitive and affective areas. The greatest gains have been made in students' reading skills and attitudes toward school.

Contact the project about available training and other services.

contact Geoff Smith; Public Schools of Choice; 45 Nash St.; New Haven, CT 06511. (203) 787-8636.

Developmental Funding: USOE ESEA Title III JDRP No. 75-45 Approved: 5/15/75

Compiled Summer 1981

PROJECT SENIOR ELECTIVE PROGRAM

A program exclusively for seniors designed to update curriculum in order to complement an open-space building.

target audience Approved by JDRP for students in grade 12.

description The Senior Elective Program was designed by students and faculty during the summer of 1971 to update curriculum in order to complement an open-space building exclusively for seniors. The program involved revamping the school calendar into five marking periods, called facets, each concluding with a vacation period. Students were encouraged to telescope their traditional academic courses into the first three years of high school, to provide time during the senior year for 80 elective mini-courses developed for the program. Each senior was required to complete an independent study project or a community involvement activity or to participate in a work experience activity. All seniors were randomly assigned to small discussion groups, called precepts, led by faculty members who provided program support and helped students adjust. All seniors were allowed open campus privileges.

No one teaching approach was required. However, teachers were encouraged to develop methods conducive to teaching in open-space areas. Careful guidance was needed to ensure that students who planned to enter college earned sufficient college entrance units during their four years of high school.

In its present form, the Senior Elective Program divides the school year into four marking periods and the independent study project is elective rather than required.

Contact the project about available training and other services.

contact Newton Baron, Project Director; Rumson-Fair Haven Regional High School; Ridge Rd.; Rumson, NJ 07760. (201) 842-1597.

Developmental Funding: USOE ESEA Title III JDRP No. 74-91 Approved: 5/10/74

Compiled Summer 1981

PROJECT ST. PAUL OPEN SCHOOL

An alternative school program using the concept of the open school to enrich the K-12 educational experience.

target audience Approved by JDRP for students of all abilities, grades K-12.

description These basic elements distinguish the St. Paul Open School:

Advisor-Advisee System: Students select their own advisors, who have 10-23 advisees. Before school begins, conferences are held among students, parents, and advisors to establish individual goals for each student. These goals are reviewed biweekly in advisor-advisee meetings and quarterly with parents. Use of Volunteers: Parents, senior citizens, college students, and other community members are brought into the building. Volunteers are carefully screened, trained, and followed as they work with students. Shared Decision Making: Parents, staff, students, and community members help make decisions in a number of areas, including budget, curriculum, hiring, and student evaluation. Use of the World Beyond Building: Our building is viewed only as a headquarters. As part of their studies, students take hundreds of local field trips, work as interns or apprentices in local businesses, take classes at other area high schools and college courses, and go on cross-country trips. Evaluation: Extensive evaluation of students, staff, and the total program continues throughout the year. Written evaluations replace grades. Competence-Based Graduation: No credits are given at the St. Paul Open School. Students develop a graduation packet through validations in six major areas: career education, consumer awareness and current issues, cultural awareness, community involvement, information finding, and personal/interpersonal skills. Consumer Action Service: Students learn their rights and responsibilities as juveniles and consumers while working on consumer problems referred to them. The Consumer Action Service is part of a class that combines basic-skill instruction with community service.

Contact the project about available training and other services.

contact Director; St. Paul Open School; 1023 Osceola Ave.; St. Paul, MN 55102. (612) 297-8531.

Developmental Funding: USOE ESEA Title III JDRP No. 74-85 Approved: 6/5/74

Compiled Summer 1981

SECTION 3

BILINGUAL/MIGRANT EDUCATION*

NON-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

project CHILD: Comprehensive Help for Individual Learning Differences - New York.......................... 3-3
A comprehensive program utilizing all possible community and other resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families, infants through adults, days, evenings, and weekends.

EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (For Spanish and English-Speaking Children) - Illinois.......................... 3-4
A program designed to prevent school failure -- adapted for migrant children -- through early identification and remediation of developmental learning deficiencies that could affect later school performance.

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI) - Washington.......................... 3-5
A comprehensive instructional program for preschool through third-grade children; systematic training for instructional staff in skills necessary for implementation of the instructional program, including classroom management.

OTHER JDRP-APPROVED PROJECTS

CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW - Texas.......................... 3-6
A program designed to attack the problem of deficiencies in English performance for the Spanish-speaking child.

CORPUS CHRISTI FOLLOW THROUGH BILINGUAL PROJECT - Texas.......................... 3-6
An early childhood education program providing bilingual instruction, ancillary services, parent involvement, and staff development.

HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAMS - Texas.......................... 3-7
A bilingual/bicultural program that provides initial instruction in the children's native language and cultural environment.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) - Arkansas.......................... 3-7
An educational and health system for migrant children, preschool-12.

NOMAD: Needs and Objectives for Migrant Advancement and Development - Michigan.......................... 3-8
A school year tutorial program, a summer education program, and a family unit program designed to meet the special needs of migrant students through individualized instruction.

SECONDARY CREDIT EXCHANGE PROGRAM - Washington.......................... 3-8
A continuation school for secondary-grade migrant students who have been attending school in another district or state and are not able to continue school beacause of the need to work.

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*See Sectional Cross-Reference Index, p. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

PROJECT PROJECT CHILD: Comprehensive Help for Individual Learning Differences

A comprehensive program utilizing all possible community and other resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families, infants through adults, days, evenings, and weekends.

target audience Approved by JDRP for infants through adults of all abilities, English-, French-, or Spanish-speaking.

description A child's education cannot take place in a vacuum -- isolated from family and community or ignoring personal and family needs that may be handicaps to learning. CHILD incorporates individuals, agencies, and community resources, daytime, evening, and weekends. The project serves Black, Algonquin Indian, Mexican-American, Puerto Rican, and white rural/migrant families. A 12-hour day-program (Children's Demonstration School, Child Development Center) is complemented by: the In-Camp Learning Program, an evening educational component in homes and camps for parents and older siblings; a Weekend Recreational Program for entire families; dental and health services; an Aide Training Program, which trains and employs parents and older siblings as classroom aides; and pre- and inservice education for teachers and staff. Students' needs are assessed, objectives are behaviorally stated, related resources and high-interest learning experiences (rather than textbooks) are identified, and evaluative devices are determined. Academic instruction emphasizes reading skills for all age levels. Career education is an integral part of all programs. Staff development prior to and during the program improves teaching skills and sensitivity.

evidence of effectiveness Evaluation is specified for each objective. Teacher recycles learner to other learning experiences if objective is not met. Wide Range Achievement Test posttests indicate students gain three months in reading and math skills over five-week period.

implementation requirements Project CHILD program components are replicable at individual local, district, or regional levels, depending on adopter/adapter site needs. Staffing, training, and facilities depend on components selected by adopter/adapter.

financial requirements Several handbooks and inservice training manuals, costing between $2-$6, are available. Most instructional materials used are teacher- and student-made, and of minimal cost. When commercial materials are used, they are generally adapted. Staffing for each component of Project CHILD includes a program coordinator, teachers and/or tutors, and trained target group paraprofessionals and volunteers. Cost per student depends on component selected.

services available Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Gloria Mattera, Director; BOCES Geneseo Migrant Center; Holcomb Learning Center; Geneseo, NY 14454. (716) 245-5681.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 23 Approved: 4/9/73

Compiled Summer 1981

PROJECT

EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (For Spanish And English-Speaking Children)

A program designed to prevent school failure -- adapted for migrant children -- through early identification and remediation of developmental learning deficiencies that could affect later school performance.

target audience

Approved by JDRP as a screening and curriculum planning program appropriate for migrant children ages 3-6 in regular or short-term programs. Teacher and parent training program included.

description

The Early Prevention of School Failure Migrant Program provides the necessary screening assessment to determine the migrant child's strengths and needs in developmental skill competencies. The project provides a follow-up program for teachers and parents that helps children with developmental lags prepare for formal reading and writing. The program was adopted during the summer of 1974 by 10 migrant sites in Illinois, Ohio, and Michigan and 18 in Minnesota. Since JDRP approval, the program has been adopted in 10 other states for summer and/or regular programs.

The directors of the summer migrant program selected Early Prevention of School Failure during spring 1974 to assess the developmental level of children age 4 and 5 entering the summer migrant program. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex neurological task of understanding written and oral language. Migrant children at age 6 often are introduced to many formal aspects of reading and writing considerably out of harmony with their developmental timetable. The Early Prevention of School Failure Migrant Program provides instructional activities in gross and fine motor, visual and auditory perception, and receptive and expressive language. Training in these areas is valuable for subsequent reading and writing experiences.

Literacy for America's Spanish-Speaking Children, by Dr. Eleanor Thonis, and The Young Child Who Speaks Spanish, by Dr. Doris Ching, cite studies that support Early Prevention of School Failure Migrant Program goals. The sequence of developing the pre-academic skills before undertaking formal reading holds true for all children in all cultures.

evidence of effectiveness

The achievement gains (for Spanish-dominant, English-dominant, and bilingual students ages 4-6) as measured by three standardized instruments were statistically significant at or beyond the .05 level using a one-tailed test of significance. Teacher and parent attitudes concerning the program were extremely positive.

implementation requirements

Training and follow-up services include an initial two-day training workshop and a one-day follow-up consultant service. Local adopter district commitment requires a team composed of a principal, a classroom teacher, an aide and/or volunteer, and a special service staff member. No special facilities are required.

financial requirements

Staff training, $10 per child; consumable materials, $10 per child.
Subsequent costs: consumable materials, $5 per child.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Follow-up services are available to adopters (travel and per diem must be paid).

contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St., Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 77-116 Approved: 4/19/77

Compiled Summer 1981

PROJECT

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI)

A comprehensive instructional program for preschool through third-grade children; systematic training for instructional staff in skills necessary for implementation of the instructional program, including classroom management.

target audience

Approved by JDRP for Spanish/English bilingual children, preschool through grade 3, teachers, and aides (adult paraprofessionals with a high school education or near equivalent).

description

Originally used with children whose primary language was Spanish, the program has been successfully extended to other languages. Trained paraprofessionals, supervised by professional staff, provide instruction to children in English and Spanish oral language, English and Spanish reading, math, handwriting, and cultural heritage. Paraprofessionals work with groups of six to eight youngsters. The program is individualized, although some instruction is conducted with homogeneous small groups.

Training materials for instructional staff emphasize classroom management, with focus on positive reinforcement, and provide skills necessary for implementing every curriculum area. Training covers the use of observation instruments for comparing actual teaching behaviors with criterion performance levels. The monitoring system measures maintenance of teaching behaviors and adequacy of children's progress through curriculum mastery tests.

In English, the Language Component uses SRA DISTAR Language I and II (Science Research Associates, Inc.). Level I was translated into Spanish for the project by Bilingual Mini-Schools, which is now making the Spanish edition available at cost for dissemination to other sites. In English, the Reading Component uses Phonics Primer (Student Behavior Lab), followed by the Sullivan Programmed Reading Series (McGraw-Hill). In Spanish, the Reading Component uses the project-developed primer Comenzando a Leer to prepare children to work in Aprendiendo a Leer (Behavioral Research Laboratories). The Math Component uses Singer Sets and Numbers (Random House) with project adaptation. The Academic Preschool Component uses project-developed pre-DISTAR language (Spanish and English), pre-math (Spanish and English), and cultural activities; the University of Kansas Follow Through handwriting levels; and reading primers and English and Spanish DISTAR, identified above.

evidence of effectiveness

In 1973, children's concepts were measured using the Cooperative Preschool Inventory before and after 200 days in the program. Pre/post percentile scores were as follows: age 3, 38/55; age 4, 56/72; age 5, 52/74. Corresponding data cumulative through 1977: age 3, 34/69; age 4, 35/70; age 5, 48/75.

implementation requirements

Personnel: one teacher or aide for every six to eight children for small-group instruction (scheduling may allow one teacher to serve several groups during the day); a trainer for on-site inservice training; a part-time tester (can be paraprofessional). Training: two days for every curriculum component adopted. Five days for trainer providing inservice to adopting staff. Also, adopters must furnish certain monitoring and test data to developer.

financial requirements

Training, curriculum, and testing materials are required for every component adopted. Free brochures and Sample Material Packets are available from the Dissemination Office. Adopters pay travel and per diem expenses of project staff providing adopter site services. Developer can send staff either from Texas or from Washington state.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact

Dianne Barr-Cole, Dissemination Coordinator; IBI; P.O. Box 2367; Pasco, WA 99302.
(509) 547-8441.

Developmental Funding: USOE ESEA Titles I and VII, and OCD   JDRP No. 48   Approved: 4/9/73

Compiled Summer 1981

PROJECT CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW

A program designed to attack the problem of deficiencies in English performance for the Spanish-speaking child.

target audience Approved by JDRP for bilingual students of all abilities in grades 4-6.

description The project incorporates both Spanish and English to help students achieve their educational goals. It stresses the need for proficiency in both languages, while acknowledging English as the first language. Curriculum structure consists of performance objectives (for math, reading, language arts, culture, and heritage), evaluation tests, and mastery charts of each child's objectives. No single approach is used. Teachers enroll voluntarily and receive training through Texas Education Agency Institutes.

Contact the project about available training and other services.

contact Socorro A. Garza; Alice Independent School District; 200 N. Reynolds St.; Alice, TX 78332. (512) 664-0981, ext. 41.

Developmental Funding: USOE ESEA Title VII JDRP No. 75-56 Approved: 6/27/75

Compiled Summer 1981

PROJECT CORPUS CHRISTI FOLLOW THROUGH BILINGUAL PROJECT

An early childhood education program providing bilingual instruction, ancillary services, parent involvement, and staff development.

target audience Approved by JDRP for Hispanic students of limited English-speaking ability, grades K-3, from low-income families.

description The Corpus Christi Independent School District Follow Through program is a research and development program designed to extend the benefits of Head Start into the primary grades. The program serves approximately 800 students in two elementary schools.

The primary objective of the instructional program is to provide for the unique needs of Hispanic students of limited English-speaking ability. Instruction is designed to accommodate the individual student's English and Spanish oral language proficiency and learning style.

The Follow Through Project incorporates the Southwest Educational Development Laboratory (SEDL) model into the local district's regular instructional program. The SEDL model is based on the premise that children from low-income families need a developmental program. At the kindergarten level, the model stresses visual, auditory, language, motor, and pre-writing skills. In the first, second, and third grades, the language development and reading components of the model stress the development of the student's communication skills. Initially, instruction is given in the child's dominant language, so that skills acquired in the first language may be transferred to the second. The Social Education program utilizes a multimedia approach to develop social concepts and promote cultural awareness.

Contact the project about available training and other services.

contact Resource Center Specialist; Follow Through Resource Center; Zavala Elementary School; 3102 Highland; Corpus Christi, TX 78405. (512) 884-0611.

Developmental Funding: USOE Follow Through JDRP No. 77-140 Approved: 9/1/77

Compiled Summer 1981

PROJECT HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAMS

A bilingual/bicultural program that provides initial instruction in the children's native language and cultural environment.

target audience Approved by JDRP for students grades K-12.

description This program is designed to serve Spanish-speaking students by developing culturally and linguistically appropriate curricula, providing relevant training for teachers and aides, developing parent and community involvement in the educational process, and generally effecting a change in attitudes toward bilingual education. The intent of this program is threefold: to help students become fluent and literate in English, to increase students' achievement in all content areas in English or Spanish, and to facilitate students' cultural growth. Initial instruction in all content areas is given in the students' native language, while a strong English language development program is provided. As students attain proficiency in English they are phased into instruction in English, but may continue instruction in Spanish language development and Spanish reading in schools where the program is provided through the sixth grade.

State-adopted materials are now provided for grades K-3. Other materials are provided through state and local funds for grades 4-6. In addition, curriculum guides, performance objectives, and other materials for all grade levels have been written locally.

At the secondary level, the program includes English as a second language for monolingual Spanish students, and bilingual courses for students who have already attained some degree of bilingualism.

Contact the project about available training and other services.

contact Augustina Reyes, Executive Director; Bilingual Department; Houston Independent School District; 3830 Richmond Ave.; Houston, TX 77027. (713) 623-5126.

Developmental Funding: USOE ESEA Title VII JDRP No. 75-52 Approved: 6/24/75

Compiled Summer 1981

PROJECT MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

An educational and health system for migrant children, preschool-12.

target audience Approved by JDRP as a program for migrant children, preschool through secondary, and teachers, teacher's aides, nurses, counselors, and administrators.

description This computerized system with 180 teletype terminals located in 44 states serves all 50 states, the District of Columbia, Puerto Rico, Guam, and American Samoa. Terminals submit student data on migrant children on a daily basis. Curriculum being taught to migrant children is established by each state through an application submitted to the United States Office of Education. The curriculum varies according to the established needs of migrant children at their various levels. Through the MSRTS, teachers have at their disposal special programs, tests, criterion test data, and special interest, health, and other data. This allows teachers to formulate ideas on what the student has mastered and what level program should be developed. No single approach is used; however, many programs have been developed around the tutorial.

Presently, the computer is being programmed to provide skill-based information on all children in the areas of reading, math, oral language, and early childhood skills. This information will then become a part of the total history of every child in the development of his or her profile.

Contact the project about available training and other services.

contact Nolan McMurray, Administrator for Special Services and Technical Advisor; Migrant Student Record Transfer System; Arch Ford Education Building; Little Rock, AR 72201. (501) 371-1857.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 19 Approved: 4/4-5/73

Compiled Summer 1981

PROJECT SNOMAD: Needs and Objectives for Migrant Advancement and Development

A school year tutorial program, a summer education program, and a family unit program designed to meet the special needs of migrant students through individualized instruction.

target audience School year program approved by JDRP for students of all abilities, grades K-12; summer program approved for students ages 2.5-17 and young adults to age 21 if they have not received a high school diploma; family unit program approved for total family, all abilities, all ages.

description The school year tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are integral parts of the curriculum. The teacher counsels students in social behavior, adjustment to new school situations and teachers, attendance, completion of school, and the advantages of education. The summer program provides six to eight weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, prevocational opportunities, and reading, math, language arts, science, and social studies. Students 10 years of age and older participate in three of the following prevocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and agricultural science. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for school. Children are assessed individually and assigned development skills. Social, motor, and oral language development are emphasized. Classrooms are staffed with a teacher and an aide, one of whom is bilingual. Preschool and kindergarten classes have additional aides. A mobile unit provides support services to migrant families at the camps. Activities include basic education, recreation, and human resource assistance. Parental involvement is encouraged through recruiters, evening open houses, and a Sunday fiesta celebration. The family unit component is an evening program designed to encourage total family involvement. The curriculum includes instruction in basic skills, home economics, and training parents in preschool education.

Contact the project about available training and other services.

contact John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.; Lawrence, MI 49064. (616) 674-8091, ext. 214.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 21a Approved: 4/9/73

Compiled Summer 1981

PROJECT SECONDARY CREDIT EXCHANGE PROGRAM

A continuation school for secondary-grade migrant students who have been attending school in another district or state and are not able to continue school because of the need to work.

target audience Approved by JDRP for migrant high school students who must transfer credits from one district to another.

description The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they followed at their home-base school. They are given individualized and small-group instruction and complete their course of study in the receiving school. Upon completion of the term, their credits are transferred to the home school on an official high school transcript.

Classes meet at a time when the students can attend, usually in late afternoon or early evening. Certificated staff are employed and the content of the work at the credit exchange school is identical to the work at the home school. Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate on target with their classmates who do not migrate.

Provisions are also made for non-English-speaking students and students who have dropped out but wish to return to school or pursue a GED.

Contact the project about available training and other services.

contact David W. Randall, State Coordinator, or Tito J. Moreno, Developer/Demonstrator; Secondary Credit Exchange Program; P.O. Box 719; Sunnyside, WA 98944. (509) 837-4344.

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 77-113 Approved: 4/18/77

Compiled Summer 1981

SECTION 4

CAREER/VOCATIONAL EDUCATION*

NDN-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

project CAP: Boston Mountains Educational Cooperative's Career Awareness Program - Arkansas............. 4-3
A program for infusing career awareness into the regular elementary curriculum, emphasizing the relationship between careers and basic academic skills.

CAREER DEVELOPMENT PROGRAMS - Ohio.. 4-4
A career education effort that exemplifies the integrated approach to career development by utilizing career education activities as part of the ongoing curriculum.

CAREER EDUCATION RESPONSIVE TO EVERY STUDENT (CERES) - California.. 4-5
A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.

project DISCOVERY - Iowa.. 4-6
A systematic approach to career/vocational exploration that allows the participant to search for a "career theme," not just "a job."

project EQUALITY - Washington.. 4-7
A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.

HEAR: Human Educational Awareness Resource (A Career Education Program to Reduce Effects of Sex Role Stereotyping) - New Jersey.. 4-8
A program that combines career education with human growth and development processes, sex stereotyping affect, and vocational choice psychology to reduce the effects of gender-role limitations.

MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH) - California.................................... 4-9
A program designed to infuse career education into the regular K-8 curriculum, with a component for staff development and self-evaluation.

OCCUPATIONAL VERSATILITY (O.V.) - Washington.. 4-10
An exploratory prevocational experience for all students in a general multiple-activity industrial arts shop.

PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT - Arizona.. 4-11
A K-12 infusion model designed to help students develop knowledge and skills in self-awareness and self-esteem, the world of work, and decision making.

OTHER JDRP-APPROVED PROJECTS

CAREER EDUCATION RESOURCE CENTER PROGRAM (CERCP) - District of Columbia.................................. 4-12
A program to increase self-appraisal, occupational information, goal selection, and planning and problem solving among urban tenth graders.

CAREER INTERN PROGRAM - Pennsylvania.. 4-12
A program aimed at dropout prevention at the secondary school level.

CAREER PLANNING SUPPORT SYSTEM - Ohio.. 4-13
A set of materials for implementing a comprehensive high school career development program.

project CDCC: Career Development Centered Curriculum - Michigan.. 4-13
A sequentially coordinated career development program with teacher-developed classroom units that focus on career awareness, self-awareness, and introduction to decision making.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Appalachia Educational Laboratory (AEL)] - West Virginia....... 4-14
An experience-based career education program operating in a community setting rather than in a traditional classroom.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) -- FOND DU LAC, WISCONSIN - Wisconsin............................ 4-14
A career exploration program that integrates community experiences, academic experiences, and basic life skills.

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Research for Better Schools, Inc. (RBS)] - Pennsylvania........ 4-15
A program of inquiry and planning that integrates school and community experiences to help students develop life goals, career choices, and postsecondary plans.

FREESTYLE - California.. 4-15
A series of television programs aimed at reducing sex-role stereotypes and expanding career awareness for children ages 9-12 and their parents.

*See Sectional Cross-Reference Index, P. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

OCCUPATIONAL AND CAREER DEVELOPMENT - Georgia........ 4-16
A sequential career education program focusing on student awareness, exploration, and preparation.

OPENING THE DOORS - New Jersey........ 4-16
A nongraded, nonjudgmental career education curriculum combined with reading readiness and writing.

UCLA ALLIED HEALTH PROFESSIONS PUBLICATIONS - California........ 4-17
A three-year student-oriented program designed to introduce secondary school students to allied health occupations.

PROJECT

PROJECT CAP: Boston Mountains Educational Cooperative's Career Awareness Program

A program for infusing career awareness into the regular elementary curriculum, emphasizing the relationship between careers and basic academic skills.

target audience

Approved by JDRP for students of all abilities, grades 1-6; supplementary Learning Activity Packets approved by JDRP for grades 7 and 8. A kindergarten program is available, but no evidence of effectiveness has been submitted to or approved by the Panel. The program now operates primarily in grades 1-6.

description

Career awareness becomes an integral part of the total curriculum of pupils grades K-8 through the use of Learning Activity Packets (LAPs). For each grade level, there are 32 different packets representing 30 occupations. Each packet includes a career story incorporating the concepts of work as a way of life, tools, tasks, training and education, traits, and economics. Pupils are provided the opportunity to exercise individual preferences, to use problem-solving skills, to be creative, and to do some decision making. Each packet also includes an academic skill. The worker's need for this skill, teaching facts or information, and practice activities for developing or improving pupil skill are provided in each packet. A posttest (review) covering the career concepts completes the packet. Care has been taken to show students that school subjects are important and related to the world of work.

The packets are designed to be completed in 15-30 minutes. They may be used to introduce, review, or reinforce their companion academic skills at the appropriate times.

Key Elements: teachers and administrators have received inservice training in infusing Project CAP into classroom; sufficient materials have been provided for all participating teachers and pupils; pretest is administered (posttest planned for); teachers are using materials in accordance with plans made at training workshops.

evidence of effectiveness

Project pupils show a significantly greater (.01 level) awareness of careers than students in comparable schools not infusing a career awareness program into their curricula (Evaluative Research Associates' Occupational Career Concepts and Worker Activities Tests, administered in 1976). This shows that at minimal cost and without adding time to the daily schedule, infusion of career concepts into a regular academic skill area results in greater career awareness.

implementation requirements

Project staff provide a workshop (of one or more days) for adopting district teachers and administrators and return for monitoring or further inservice visits if requested. Experience has shown that administrator and teacher support results in a strong program.

financial requirements

A set of 32 CAPS-LAPs (25 copies of each) for a single grade level: $105. Teacher's manual: $5. Student materials may be purchased or reproduced by the adopter.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available for out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (trainer travel and per diem must be paid). Follow-up services are available to adopters (costs to be negotiated).

contact

Jeanne Leffler, Director, or Martha Rothrock, Assistant Director; Box 13; Greenland, AR 72737. (501) 443-3336.

Developmental Funding: USOE ESEA Title III   JDRP No. 78-178   Approved: 5/24/78

Compiled Summer 1981

PROJECT

CAREER DEVELOPMENT PROGRAMS

A career education effort that exemplifies the integrated approach to career development by utilizing career education activities as part of the ongoing curriculum.

target audience

Approved by JDRP for students of all ability levels in grades K-10. This program has been used in other settings with grades 11 and 12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

This program continually demonstrates the many relationships between school subjects and aspects of the world of work. The program conforms to the State of Ohio model; thus, it provides for three career development stages: Career Motivation (K-6), Career Orientation (7-8), and Career Exploration (9-12). At the elementary level, the program develops positive attitudes toward task completion, pride in accomplishment, and awareness of the variety of workers, the dignity of work, and self-worth. In grades 7-8, the wide range of occupations available, worker characteristics, relevance of school subjects to occupational areas, and evaluation of interests, aptitudes, and abilities receive the major emphasis. For grades 9-12, the exploration phase introduces in-depth studies in occupational areas of student choice, actual exploration and work experience, and value and interest clarification, with a heavy emphasis on decision making.

During all three stages of the program, seven developmental areas are integrated into all segments of the curriculum: individual and environment, education and training, world of work, economics, self, employability and work adjustment, and decision making. A major element of the program is the involvement of community members and workers of all types as collaborators with educators in the career education process.

evidence of effectiveness

Process and product evaluation designs utilized were developed and conducted by Studies in Education. Testing included a large number of students in program and nonprogram schools. Results indicated that program efforts provided knowledge gains consistently higher for program students.

implementation requirements

A single teacher, a school, or an entire district can adopt the program. One or more project coordinators are needed, depending on the size of the population to be served. Successful implementation depends on intensive staff inservice where concepts, materials, and suggested activities are introduced. The project makes extensive use of community resources by means of special ongoing community-based programs involving local business, industry, and labor.

financial requirements

Start-up costs will vary depending on the intensity of activity expected in the the beginning year and the size of the adopting district. A minumum suggestion for initial training and purchase of materials needed by teacher and counselors is $3,000. The Akron schools serve 26,000 students with a budget of $10 per student.

services available

Awareness materials are available at cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site mid-August through mid-June (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Nick Topougis, Director of Career Education Programs, or Jerry Ryan, Project Coordinator; 65 Steiner Ave., Akron, OH 44301. (216) 434-3434.

Developmental Funding: USOE BOAE

JDRP No. 78-181 Approved: 5/25/78

Compiled Summer 1981

PROJECT CAREER EDUCATION RESPONSIVE TO EVERY STUDENT (CERES)

A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.

target audience Approved by JDRP for primary school children grades K-3. This program has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Project CERES has developed instructional procedures to facilitate the infusion of career education concepts into the regular curriculum. Project staff have developed a career education matrix that identifies goals and objectives in seven areas, numerous infusion units, a variety of career education learning centers, a simulation program, a career education test for measuring student gains, a Program and Management Evaluation System (PAMES) that establishes staff responsibilities, and a Career Education Inservice Model (CEIM) that guides career education activities. The project strongly stresses staff development.

evidence of effectiveness When compared with a control group, project students showed significant growth in their career development as reflected by their achievement of objectives representing seven areas of career education. Student growth was measured with a project-developed career education test.

implementation requirements The project's activities are easily transportable since they can be implemented without disrupting existing programs. The program can be adopted by individual teachers and/or schools. Two days of staff training are advisable.

financial requirements Copies of unit development and staff inservice materials, instructional materials, tests, and reports are helpful. Release time is required for staff during inservice training.

services available Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Virginia H. Lish, Curriculum Specialist; Ceres School District; P.O. Box 307; Ceres, CA 95307. (209) 538-0148.

Developmental Funding: USOE Career Education and VEA Part D JDRP No. 78-182 Approved: 5/25/78

Compiled Summer 1981

PROJECT

PROJECT DISCOVERY

A systematic approach to career/vocational exploration that allows the participant to search for a "career theme," not just "a job."

target audience

Approved by JDRP for individuals of all abilities, age 12 and up, including minority groups, the deprived, and the handicapped, as well as "typical" populations.

description

Project Discovery package activities can be used alone for exploration, or combined with other activities (career information materials, shadowing, Experience-Based Career Education, work evaluation, and employability skills training) to form a more comprehensive system. Thirty-seven exploration packages and a Guidance and Counseling Component comprise the "Regular Edition." Packages contain hardware and software necessary to perform work activities. These activities include individualized, written instructions (fourth- through sixth-grade reading level) in cartoon-style format. Participants gain experience and a feeling for work by performing these activities. Guidance and counseling activities assist in processing information.

Fifteen exploration packages ("Special Edition") are designed for special needs populations, including disabled readers. Modifications of the Regular Edition were based on field testing in schools. The resulting changes include a lower reading level (second through fourth grade), addition of an introductory book for each package, and a revised set of guidance and counseling materials. The Guidance and Counseling Component allows staff to help participants more effectively "process" these experiences. Guidance materials include a manual, instructor's notes for each package, and a 16mm film. These materials support five functions: staff orientation, participant orientation, package details, experience processing, and integration.

evidence of effectiveness

Project Discovery increases participants' experience base and heightens awareness of the kinds of work for which their abilities and interests suit them. Experimental and control groups (360 students at four schools) were pre- and posttested over a two-year period with the Majure Assessment of Discovery Exploration. Evaluation of test results shows that the greater the group mean for Project Discovery packages explored, the greater the mean change on all scales. Data available.

implementation requirements

The Discovery approach to career exploration offers various adoption possibilities. There are numerous models, but most follow one of three basic formats: the Career Exploration Center Approach, where all packages are located in one large open or subdivided area with students scheduled for explorations; the Multiple Classroom Approach, with packages located in two or more rooms with separate staffings; and Mobile Approaches, where packages are circulated among different buildings or transported in a mobile lab. Staffing requirements vary accordingly. Lab course teachers are often selected, but any teacher dedicated to individualized instruction is suitable.

financial requirements

Complete system of 37 Project Discovery Exploration Packages plus Guidance and Counseling Component, $14,620. Special Edition system of 15 Project Discovery Exploration Packages plus Guidance and Counseling Component, $7,985. Individual packages, from $60 to $2,105. Guidance and Counseling Component included at no cost on all orders over $3,000 for the Regular Edition; over $2,000 for the Special Edition.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid.) Training is also available at adopter site (all expenses must be paid.) Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Philip A. Olive; experience education; 401 Reed St.; Red Oak, IA 51566. (712) 623-4913 or (800) 831-5806.

Developmental Funding: USOE BEH, and Career Education JDRP No. 78-161 Approved: 3/15/78

Compiled Summer 1981

PROJECT PROJECT EQUALITY

A project aimed at reducing sex-role stereotyping and expanding students' perceptions of job options open to females and males alike.

target audience

Approved by JDRP for grades K-6.

description

Project Equality proposes to reduce sex-role stereotyping in students, grades K-6, with materials designed to counter such stereotypes in occupational and home sex roles. Project-developed materials which may be used independently or in combination provide students with nontraditional sex-role models. All materials are self-contained, easily adapted to a variety of classroom settings, require no additional staffing, and fit within the context of subjects the teacher is already expected to cover. Most require 15-45 minutes' use per day over a two- to three-week period. Activities are simple, interesting, and experiential, making them usable with students of different ability levels. Six Occupation Simulation Packets ($6.25 each) feature a hands-on career education activity based on the isolated job skill concept. This concept singles out a saleable skill required for a wide variety of jobs and already possessed in some measure by students. As students identify and use the skill in a hands-on simulated work experience, it becomes clear that a skill required for one type of work can often be transferred to another. Discussion questions emphasize these points. The six packets ("Color Discrimination" and "Crawling and Squatting" for grades K-2, "Assembling" and "Creativity" for grades 3-4, and "Measuring" and "Oral Persuasion" for grades 5-6) are sensitive to many kinds of discrimination. Illustrations show a mix of races and sexes, and K-2 packets include a discussion of how to use the activities with handicapped children. Packets include lesson plans and a list of required support materials. Kits containing all required support materials are available, ranging in price from $155-$375. The Yellow, Blue and Red Book, for grades K-6 ($26), is a large loose-leaf notebook containing many ideas for short-term activities that help teacher and students expand their awareness of sex-role stereotyping and broaden their views of sex roles in the home and appropriate job opportunities for qualified people. Activities in the yellow area take 10-20 minutes to carry out, those in the blue area require 20-40 minutes, and those in the red, more than 40 minutes. More Thousand Words -- Work Pictures, for grades K-6 ($26), is a loose-leaf book containing pictures of women and men, girls and boys in a variety of nonstereotyped work settings at home, at school, and in the community; a variety of skills and abilities is depicted. Discussion questions focus on the job skills needed and on whether possession of these skills is limited by sex.

evidence of effectiveness

Pre- and posttesting of 1,250 students in six school districts with the Who Should test (an objective instrument designed to assess degree of sex-role stereotyping) was conducted in 1977-78. Primary students showed a 17.3% reduction and intermediate students a 16.1% reduction in sex-role stereotyping after exposure to just one set of Equality materials. Control groups showed little change. Results were statistically significant at less than the .005 level. The materials are even more effective when used in combination.

implementation requirements

Staff: district career education director and/or curriculum director, principal, school librarian, and six teachers. Training: one and one-half day training session; optional one-day follow-up meeting. Total cost for staff development of implementation team and all interested teachers (to a maximum of 40): $800 plus travel costs for two trainers.

financial requirements

If all materials are used, total cost is $1,700. Estimated continuation cost is $75 a year. Materials can be used by all district elementary schools in turn. Assuming 3,000 K-6 students in a district, first year cost of implementing the program is 60¢ per pupil.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project (adopter pays only its own costs). Training is also available at adopter site and at turnkey sites in Bellevue, Washington and Farmington, Utah (all expenses must be paid, including trainers' stipends). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact John Ross, Director of Federal Programs, Highline School District, 15675 Ambaum Blvd. SW, Seattle, WA 98166. (206) 433-2454.

Developmental Funding: USOE ESEA Title III and IV-C and Women's Educational Equity Act Program

JDRP No. 79-160 Approved: 5/25/79

Compiled Summer 1981

PROJECT

HEAR: Human Educational Awareness Resource (A Career Education Program to Reduce Effects of Sex Role Stereotyping)
A program that combines career education with human growth and development processes, sex stereotyping affect, and vocational choice psychology to reduce the effects of gender-role limitations.

target audience

Approved by JDRP for students of all abilities, grades 4-9. It has been used in other settings with grades 1-3 and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Project HEAR consists of Primary, Intermediate, and Secondary Learning Units, each integrated into a student's regular curriculum over a 45-day time span. Learning Units are sequentially organized, ungraded, and designed for use in any existing classroom structure with any discipline; they may be adapted to multiple learning needs. The developmental tasks of each learning unit are geared to differences in learning level. Because the learning needs of twelfth-grade students are different from those of eighth- and fourth-grade students and because individual learning styles also differ, Project HEAR's materials combine reading, writing, verbal, audiovisual, simulation gaming, and kinesthetic learning experiences. Activities are varied and afford students opportunities to work individually and in large and small groups.

Project HEAR aims to expose students to the concepts of growth and change and to make them aware of their needs, skills, strengths, aptitudes, feelings, and motivations. The program relates a variety of occupational information to the student's self-concept. Emphasis is placed on choosing and examining alternatives in order to make decisions. At the elementary school level, the primary goal of the program is to change students' attitudes toward the world of work and to break down occupational stereotypes. At the upper levels, the program aims to increase students' knowledge of the world of work and to align their occupational choices with their occupational interests, aptitudes, and abilities.

Project HEAR's curriculum is designed to help students explore themselves without judgement of success or failure, to lead students to a successively widening exploration of the world outside themselves, and to teach them decision-making skills and provide skill-building activities. Self-awareness, career awareness, and decision making are the threads that weave the project's components together and the respective foci of the Primary, Intermediate, and Secondary Learning Units.

evidence of effectiveness

The program is effective in reducing the impact of gender-role limitations. Data collected from locally developed instruments in 1976 were analyzed by a pre/post contrast of experimental and control groups. Two years later, a second experimental design confirmed Project HEAR's effectiveness.

implementation requirements

No special facilities or equipment are needed for successful implementation. Curriculum units are packaged in classroom sets with supplies for 30 students. Staff training, evaluation of student impact, and follow-up are required for adoption. Each training session is uniquely developed for adopters and averages two days.

financial requirements

Materials costs for 1981-82: $395 for a classroom unit. The only consumables are the unit workbooks, which can be replaced for $2.50 each (Primary and Intermediate) and $4 (Secondary).

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted only at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Joel Geller, Director; Project HEAR; Cogent Associates; 306 Alexander St.; Princeton, NJ 08540. (609) 921-1484.

Developmental Funding: USOE ESEA Titles III and IV-C   JDRP No. 78-185   Approved: 5/31/78

Compiled Summer 1981

PROJECT MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH)

A program designed to infuse career education into the regular K-8 curriculum, with a component for staff development and self-evaluation.

target audience Approved by JDRP for students of all abilities, K-8, and their teachers.

description Project MATCH is designed to infuse a career education component into the regular curriculum of a K-8 school district program. The program emphasizes career education in three ways: by an infusion process built around the various content areas, by experiential activities within the classroom for real-world understanding, and by wide-ranging study and research opportunities that are centered in career education yet keyed to the content areas. The project has developed behavioral objectives in 10 areas of career education, a grade-by-grade guide to achieving these objectives, a series of curriculum infusion units that integrate career education concepts into most curriculum areas, special individualized programs, a simulation program in civics, and career education evaluation instruments (both formative and summative). Training sessions for program implementation have also been developed. During the two-day inservice session, teachers are introduced to the project and to ways they can assist in planning for implementation and evaluation. Optional inservice for professional development is also available.

The 10 goal areas of MATCH are career awareness, self-awareness, attitude development, education awareness, economic awareness, consumer competencies, career orientation, career exploration, career planning and decision-making skill development, and civic responsibility. Of the program's 67 objectives, a third are introduced at the kindergarten level and all are included in the materials for grade level 7-8. Project materials include teacher guides, consumables for students, game designs, bulletin board idea sketches, evaluation instruments, administrative guides, and a filmstrip for general program description.

evidence of effectiveness When compared with a comparable control group, project students showed far greater growth in career development as evidenced by their achievement of objectives in 10 areas of career education. Student growth was assessed by project-developed evaluation instruments with a high degree of validity and reliability.

implementation requirements The project's activities are easily transportable; they can be implemented by teachers without disrupting existing programs and without adding special periods, special counseling, or staff. The program can be adopted by individual teachers or schools. Project materials and evaluation instruments are needed for implementation. A staff training program of one to three days should be planned, based on needs of the adopter and the adoption plan. Implementation should cover an 18-24 week time span.

financial requirements One set of project materials (K-8), $400. Consumables, $100. Costs are less if grade span of adopting school is less than K-8. Guides for implementation are included in the project materials.

services available Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact Darvel Allred, Project Specialist; Ontario-Montclair School District; 950 West "D" St.;
P.O. Box 313; Ontario, CA 91761. (714) 983-7412 or -9501, ext. 235.

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 78-167 Approved: 3/16/78

Compiled Summer 1981

PROJECT

OCCUPATIONAL VERSATILITY (O.V.)

An exploratory prevocational experience for all students in a general multiple-activity industrial arts shop.

target audience

Approved by JDRP for grades 6-9 in industrial arts. This program has been used in other industrial arts settings with grades K-5 and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Throughout the learning procedure, the educator creates the scene in which the learner functions, and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program.

Facilities provide opportunities for work in areas that include, but are not limited to: woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries.

Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors form a teaching team to supervise student activities. Students have access to a variety of information resources, to instructors, and to more-experienced peers. O.V. has been applied in one-teacher shops.

The O.V. method has been expanded into four phases: the Awareness Phase, for the elementary school; the Exploratory and Emphasis Phases, for the junior high school; and the Preparatory Phase, for the high school. Efforts are under way to merge the O.V. method with the American Industry Project, a study of the free-enterprise system. Adaptations of the O.V. method have also been applied to the home economics and art areas.

evidence of effectiveness

In 1970-71, on the Childhood Attitude Inventory for Problem Solving, O.V. students (n=118) scored 111.72 compared to non-O.V. students (n=137), who scored 107.46 (significantly higher at .01 level). In 1977, O.V. students (n=40) on the same test scored 111.32 (significant at .01 level).

implementation requirements

O.V. is more commonly adapted than adopted; specific requirements are not listed here, due to the flexibility of adaptations. The O.V. Installation Manual has worksheets that cover all expenses and obligations. A workshop and/or visitation to demonstration sites (not mandatory) will assist the adapter in determining the extent of implementation desired. A model adoption proposal for Title IV-C funding is available through NDN Facilitators and/or the project office.

financial requirements

Installation costs vary greatly, since they depend on what materials are available and what degree of implementation a district wants. Installation Manual has a section intended to aid adopter in determining the cost of desired program. Manual may be purchased for $17.50 (including postage and handling) from: Jim Grossnicklaus; Albany Union H.S. District 8J; 2310 S. Elm St.; Albany, OR 97321.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

John Lavender, Director; Occupational Versatility; Highline School District; 15675 Anbaum Blvd., S.W.; Seattle, WA 98166. (202) 433-2453.

Developmental Funding: USOE ESEA Title III JDRP No. 12 Approved: 4/16/73

Compiled Summer 1981

PROJECT PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT

A K-12 infusion model designed to help students develop knowledge and skills in self-awareness and self-esteem, the world of work, and decision making.

target audience Approved by JDRP for students of all abilities grades 4-12, teachers, administrators, counselors, and community members. This program has been used in grades K-3, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The Pima County Developmental Career Guidance Project is a state-funded interdistrict organization that coordinates or delivers a variety of career education services to all county schools. The project has several major components: direct services to students; services to school staffs who need help in planning or implementing career education activities; selection and maintenance of up-to-date career education media and materials for use by all county school staffs; coordination of community resources, such as volunteer aides, speakers, and work experience/exposure sites; conduct of parent discussion groups; and a variety of other services, such as career education implementation unit development and services to special education teachers.

The approach to career education in Pima County is often referred to as "infusion," that is, the continued demonstration of the relationships between academic subjects and particular occupations or the world of work as a whole. Infusion redirects the focus and intent of school subjects without changing subject content. For example, addition may be taught by totaling prices on restaurant checks in a simulated coffee shop instead of by adding numbers on blank paper.

Elementary level activities focus on self-awareness, self-esteem, and an introduction to career areas. Activities in grades 7-9 focus on wider study of careers and use of decision-making skills. Activities at the high school level are aimed at giving students actual exposure to work.

evidence of effectiveness As a result of high levels of exposure to this career education program, a sample of county students in grades 4-12 performed better in all categories tested, as measured by a locally developed Careers Test, than a comparable sample of students with low exposure to the program. The program has been externally evaluated since 1972.

implementation requirements The model is a counselor/consultant design that may be adapted to any educational setting, according to available personnel, facilities, and other resources within the adopting district. Requirements for adopting districts include qualified counselors or student-services personnel, commitment to the model, appropriate media and materials, and teacher-training time. Between two and two and one-half days of preservice training and additional follow-up inservice training are required.

financial requirements A wide variety of commercially available curriculum materials already found in most schools is used. Costs of preservice and inservice training for adopting staff and evaluation (testing, scoring, reporting) are borne by adopters.

services available Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment (one scheduled visit per semester). Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including trainer's fee, cost of training materials, trainer's travel and per diem). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Barbara Hanson, Program Manager; Pima County Developmental Career Guidance Project; 545 N. Camino Seco; Tucson, AZ 85710. (602) 296-5451 or -2397.

Developmental Funding: USOE Educational Professions Development Act

JDRP No. 78-177 Approved: 8/10/78

Compiled Summer 1981

PROJECT CAREER EDUCATION RESOURCE CENTER PROGRAM (CERCP)

A program to increase self-appraisal, occupational information, goal selection, and planning and problem solving among urban tenth graders.

target audience Approved by JDRP for students in grade 10.

description Although this program was developed for large, urban, principally minority-student school systems, project staff believe that it can be used by any system whose graduates face potential unemployment owing to inadequate training in career planning and insufficient knowledge of career possibilities and requirements.

Coordinated activities take place in the Career Education Resource Center, the classroom, and the community. The project employs the infusion approach to weave career education content into instruction in academics, counseling, and supplementary student activities. In the academic disciplines, competency-based lesson plans and instructional materials are used to integrate career education into subject area content. Each semester includes a minimum of 40 instructional sessions lasting between 45 and 70 minutes.

Program activities include student assessments, teacher training, individual and group guidance, field experiences, minicourse instruction in test taking, life skills, and career decision making, career research and exploration, a career-focused newspaper, parent seminars, and community involvement activities.

Contact the project about available training and other services.

contact Essie Page, State Coordinator of Career Education; Ellington School of the Arts, Room 102; 35th and R Sts., N.W.; Washington, DC 20007. (202) 282-0186.

Developmental Funding: USOE Emergency School Assistance Act JDRP No. 80-4 Approved: 4/22/80

Compiled Summer 1981

PROJECT CAREER INTERN PROGRAM

A program aimed at dropout prevention at the secondary school level.

target audience Approved by JDRP for students grades 10-12 who have been designated by school officials as having dropped out of school or as having the potential to drop out.

description Applicants are dropout and potential dropout students from Philadelphia high schools. The selection criteria are: lack of consistent school attendance; inability to adjust to public schools; no major disciplinary problems; family adjustment problems; negative shifts in academic achievement levels. After prospective interns (students) are recruited, they are exposed to the intake interview. They are also tested to determine if they have attained the minimum fifth-grade reading level requirements for admission. They are then scheduled for orientation and admitted to the program. Interns participate in the following courses during the first phase of the program: math, English, history, science, reading, career counseling seminar, cultural arts, typing, graphics, consumer math, humanities, and foreign language. In addition, career-oriented activities are employed, such as field trips, seminars, mini-fairs, and resource speakers. The curricula consist of career-oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks. During the second phase, interns are involved in individualized instruction and independent study. Advanced courses in the aforementioned disciplines emerge. On-site exploration of careers in which interns have expressed interest is conducted. Career-oriented activities and counseling support continue. The third phase commences when the interns are prepared to graduate. College preparatory activities are implemented for college-bound interns. Arrangements are made to place interns into OJT, advanced skills training, and employment slots.

Contact the project about available training and other services.

contact Robert Jackson, Program Manager; Division of Special Programs; OICs of America, Inc.; 100 W. Coulter St.; Philadelphia, PA 19144. (215) 438-9800.

Developmental Funding: National Institute of Education JDRP No. 77-119 Approved: 6/1/77

Compiled Summer 1981

PROJECT CAREER PLANNING SUPPORT SYSTEM

A set of materials for implementing a comprehensive high school career development program.

target audience Approved by JDRP for high school staff.

description The Career Planning Support System was developed between 1971 and 1973 by the National Center for Research in Vocational Education in response to an apparent need for the application of systems methodology to career education. The result is an extensive set of printed materials and filmstrip-tapes describing a comprehensive educational framework and procedures that school staff can use to set up an accountable, school-wide high school career development program. (Career development has been defined as the acquisition of nontechnical skills needed for a person to be able to work.)

Five elements are considered essential for a systematic planning process: a structure that makes provision for leadership and active committee work, assessment of local career education needs and use of the results in establishing the program, a set of career development goals listed in order of importance, behavioral objectives related to these goals, and activities for students related to these objectives. The printed materials and filmstrip-tapes provide the necessary training.

Contact the project about available training and other services.

contact Linda Pfister or Marla Peterson; National Center for Research in Vocational Education; 1960 Kenny Rd.; Columbus, OH 43210. (614) 486-3655.

Developmental Funding: National Institute of Education JDRP No. 80-5 Approved: 5/23/80

Compiled Summer 1981

PROJECT PROJECT CDCC: Career Development Centered Curriculum

A sequentially coordinated career development program with teacher-developed classroom units that focus on career awareness, self-awareness, and introduction to decision making.

target audience Approved by JDRP for students of all ability levels in grades K-6.

description A career is the combination of a person's continually changing occupational, family, civic, and leisure life roles. This program intends to help children move through the career development process as smoothly as possible and to help them understand that basic skills such as math, reading, and writing are used daily in the "outside world." The three major outcomes of the program are: increased awareness of life roles, development of and practice with decision-making skills, and enhanced self-concept formulation. The program consists of 27 curriculum units focused on a variety of career awareness and self-awareness topics. Each unit contains goals, objectives, specific instructional strategies, suggested resources, and evaluation instrumentation. The units are interdisciplinary in that they include learning and practice in math, communication arts, science, and social studies while contributing to the career development aspects of each individual's growth. The units employ a variety of teaching strategies, such as role playing, discussions, work sheets, field trips, use of role models, and use of audiovisual materials. They include evaluation strategies based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of one to three weeks. One unit is taught during each nine-week grading period at each grade level. The project's inservice component assists teachers in planning for and implementing unit activities in their classrooms. Many of the unit topics and activities are familiar to many teachers. However, what this program has to offer is a set of well-developed teaching materials that are sequenced, coordinated between grade levels, easily adapted, and designed to be incorporated into existing social studies and science curricula, with built-in evaluation components and high-interest activities for children.

Contact the project about available training and other services.

contact Lee Downey, Project Director; Coloma Community Schools; Administration Building; P.O. Box 218; Boyer Rd.; Coloma, MI 49038. (616) 468-6785, ext. 46.

Developmental Funding: USOE ESEA Title III JDRP No. 78-168 Approved: 3/16/78

Compiled Summer 1981

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Appalachia Educational Laboratory (AEL)]

An experience-based career education program operating in a community setting rather than in a traditional classroom.

target audience Approved by JDRP for students grades 9-12 who wish to learn about and explore career options through experience and want minimal entry-level skills; and for those entering college who want to test tentative career choices.

description The Experience-Based Career Education (EBCE) program developed by the Appalachia Educational Laboratory (AEL) is an alternative program implemented by the school systems of 20 states at the junior/senior level of high school. Through EBCE, students earn academic credits, explore the real dimensions of many careers, learn about who they are and what they want to become, and master some of the skills they will need to successfully negotiate the complex world of adult living. Their goal should not be to train for one preselected job, but to discover by direct experience which career(s) they consider most potentially rewarding; not to use occasional field trips to supplement classroom study, but to actually do their studying in the context of real sites with people in the community; not simply to learn about responsibility, values, and maturity, but to become more responsible and mature and to begin initiating plans for career development. Implementation of EBCE requires the training of two kinds of professionals not found in the traditional school: a learning coordinator and an experience-site analyst.

Contact the project about available training and other services.

contact Jack Sanders; Appalachia Educational Laboratory; P.O. Box 1348; Charleston, WV 25325. (304) 347-0411.

Developmental Funding: National Institute of Education **JDRP No.** 75-22 **Approved:** 5/7/75

Compiled Summer 1981

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE) -- FOND DU LAC, WISCONSIN

A career exploration program that integrates community experiences, academic experiences, and basic life skills.

target audience Approved by JDRP for students of all abilities, grades 11 and 12, who wish to explore careers while earning high school credit.

description The goal of the Fond du Lac Experience-Based Career Education program is to help students look at themselves and at various career options in a realistic and mature manner, through use of community resources with the guidance of a professional staff. Students experience responsibility and develop the decision-making skills necessary to form a career plan.

The Fond du Lac program allows high school juniors and seniors to earn academic credit while exploring careers in the community. Academic work is related to career exploration experiences, which helps students realize the relevance of subject matter to the real world of work. Heavy emphasis is placed on problem-solving and decision-making skills. Students are required to complete activity sheets on such basic life skills as banking, insurance, personal loans, and budgeting.

Instruction is on a one-to-one basis, and academic work is geared to each student's interests, abilities, and needs. A Career Guide helps the student to relate each career experience to his/her own values and needs.

Contact the project about available training and other services.

contact Ronald R. Nelson, Director; Franklin School -- Goodrich Annex; 401 S. Military Rd.; Fond du Lac, WI 54935. (414) 921-1937 or -2440.

Developmental Funding: USOE BOAE **JDRP No.** 79-4 **Approved:** 9/27/79

Compiled Summer 1981

PROJECT

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Research for Better Schools, Inc. (RBS)]

A program of inquiry and planning that integrates school and community experiences to help students develop life goals, career choices, and postsecondary plans.

target audience Approved by JDRP for students of all abilities, grades 9-12; teachers who develop community-based learning activities for students; and school/community cooperation groups. This program has also been used in eighth grade, but no evidence of effectiveness has been submitted to or approved by the Panel.

description This program focuses on five basic goals for students: preparation for career opportunities; growth in communications skills and mathematics; increased accuracy and breadth in student perceptions of their environment; enhanced motivation to learn; and increased ability to plan, solve problems, make decisions, and take action. Three interrelated components form the RBS EBCE Program: Career Development, Career Guidance, and the Academic Resource Center. The most visible component, and the one that distinguishes this EBCE program from others, is Career Development. Career Development directs students into the community for career explorations and contact with working adults. Career Guidance helps students to integrate their job-site activities with personal and academic interests, needs, and skills through structured group and individual guidance sessions. The Academic Resource Center provides individualized instruction in mathematics and communication skills. The existing school program, of which RBS EBCE is designed to be part, provides the remainder of students' academic needs. Once a week students leave school and spend the day in the community at a business, government office, or service agency participating in specific preplanned activities. Students spend two periods a week in group guidance sessions. Guidance sessions serve both as an instructional setting in which to learn and apply problem-solving skills and as a forum in which students can share information about community learning experiences. The group works with a process skills curriculum, The Career Clarification Program: A Problem-Solving Approach, designed primarily for students in their first year of the program. RBS EBCE was not developed for use in a rigid, predetermined manner. It was meant to be stretched and molded to fit the circumstances of the particular community and school district.

Contact the project about available training and other services.

contact Louis Maguire, Development Division Director; Research for Better Schools, Inc.; 444 N. Third St.; Philadelphia, PA 19123. (215) 574-9300.

Developmental Funding: National Institute of Education JDRP No. 75-22 Approved: 5/7/75

Compiled Summer 1981

PROJECT

FREESTYLE

A series of television programs aimed at reducing sex-role stereotypes and expanding career awareness for children ages 9-12 and their parents.

target audience Approved by JDRP for children ages 9-12 and their parents.

description Freestyle seeks to develop more positive attitudes toward both males and females engaging in activities and occupations that traditionally have been seen as appropriate for only one sex; to promote the belief that males and females have more abilities and engage in more varied activities and occupations than the prevailing stereotypes suggest; and to increase each child's interest in childhood activities and adult occupations that traditionally have been the domain of the opposite sex. Freestyle television programs are centered around three content areas: child pre-occupational activities (activities that may lead to specific career interests); childhood behavioral skills (skills that children can begin to develop that may be useful in educational progress and in careers); and adult work and family roles. The series consists of 13 half-hour dramas divided into 26 15-minute segments for classroom use. The programs portray a multiethnic group of young teenagers and their families. As the teenagers engage in nonstereotypical interests and activities, they model behavior strategies needed for successful achievement in school and in work. Viewers learn about the changing roles of men and women through the setting and plots of the dramas. Freestyle can form the basis for a new emphasis in career education programs or may be integrated into the regular language arts and social science program in the middle grades and in junior high schools. It is useful in the implementation of Title IX and in sex equity programs for teachers, administrators, parents, and community groups. The publication Curriculum for the Television Career Awareness Project FREESTYLE contains materials that can be copied for classroom use and information to support curriculum development, staff training, and parent education in career awareness and sex equity programs. The FREESTYLE Guide, the teachers' guide for the television programs, suggests classroom activities.

Contact the project about available training and other services.

contact Pat Seeley, Consultant; Freestyle; Division of Educational Media; Los Angeles County Education Center; 9300 E. Imperial Highway; Downey, CA 90242. (213) 922-6223.

Developmental Funding: National Institute of Education JDRP No. 80-10 Approved: 7/11/80

Compiled Summer 1981

PROJECT OCCUPATIONAL AND CAREER DEVELOPMENT

A sequential career education program focusing on student awareness, exploration, and preparation.

target audience Approved by JDRP for students of all ability levels, grades K-12.

description The program emphasizes awareness and orientation at the elementary level, exploration and orientation at the middle-school level, and preparation and information at the secondary level. The program is built around a career education theme that has as its process goals: student evaluation of self-characteristics, exploration of broad occupational areas, introduction to the economic and social values of work, introduction to the psychological and sociological values of work, consideration of educational and training alternatives, and development of student decision-making skills related to the other goals. Analysis of the process goals has led to the development of six elements that have been incorporated into career education activities on all grade levels. These elements are: hands-on activities, role playing, field trips into the community, resource people in the classroom, subject matter tie-ins, and introduction to occupations in the community relevant to students' interests and abilities.

The unit approach was chosen as the original structural framework for implementing career education because Cobb County teachers felt more comfortable with units. The concurrent and overlapping nature of the elements stimulated individual creativity and permitted flexibility within any given unit. Teachers were encouraged to plan unit activities related to the curriculum and focused on students' interests and abilities. Through use of the six elements and the unit approach, teachers were given a basic framework with which to develop activities to meet their students' needs.

Contact the project about available training and other services.

contact Judy Comer, Career Education Supervisor; Cobb County Public Schools; P.O. Box 1088;
Marietta, GA 30061. (404) 422-9171.

Developmental Funding: USOE BOAE JDRP No. 74-7 Approved: 1/18/74

Compiled Summer 1981

PROJECT OPENING THE DOORS

A nongraded, nonjudgmental career education curriculum combined with reading readiness and writing.

target audience Approved by JDRP for students in grades K-3.

description Almost 90 percent of all American women will work for part of their lives -- two out of three because of economic need. Nevertheless, girls still aspire to a narrower range of careers than boys, and boys still view girls within a narrow occupational scope. The developers of this interdisciplinary, multimedia career education curriculum assume that if children in the early years can be taught norms and attitudes that allow flexibility in role identification, their future occupational choices can be based not on sex-role stereotyping or societal expectations but on individual potential. On the premise that children learn by doing and that learning is fun, learning activities combine reading readiness, writing, aural, verbal, visual, simulation, gaming, and kinesthetic learning experiences. Students work individually or in small or large groups. In the K-1 curriculum, four dramatic play units give children opportunities to construct a work environment and to role-play occupations; in the process, they are encouraged to assume stereotyped roles. Learning centers allow children to select their own activities, thus enabling them to become more independent, responsible, and socially cooperative. Language arts activities improve verbal skills and build positive self-image. Learning activities for grades 2-3 follow a logical sequence and help students to look at themselves, the world of work, and decision making. An activities resource guide describes 150 activities; the rationale, goals, and objectives for each; suggestions for implementation; and alternative strategies.

Contact the project about available training and other services.

contact Joel Geller; Cogent Associates; 306 Alexander St.; Princeton, NJ 08540. (609) 921-1484.

Developmental Funding: USOE Office of Career Education JDRP No. 80-36 Approved: 12/9/80

Compiled Summer 1981

PROJECT UCLA ALLIED HEALTH PROFESSIONS PUBLICATIONS

A three-year student-oriented program designed to introduce secondary school students to allied health occupations.

target audience Approved by JDRP for secondary students.

description The purposes of the program are to acquaint students with the allied health field and provide them with training in it; to offer students positive educational experiences to encourage and motivate them to continue their education; to give students skills and information with which they can compete and move upward in the world of work; to give students a better understanding of the health field to make them better consumers of its services; and to guide them into positions, occupations, and training programs for further education. The sequenced series of student objectives is based on inventories of tasks requisite to specific health careers, ranging from biomedical photography to ward management.

Contact the project about available training and other services.

contact Miles H. Anderson; University of California Extension; Allied Health Professions; Lakin Bldg.; 10962 LeConte Ave.; Los Angeles, CA 90024. (213) 825-2608.

Developmental Funding: USOE BOAE

JDRP No. 73-1 Approved: 12/13/73

Compiled Summer 1981

SECTION 5

EARLY CHILDHOOD/PARENT INVOLVEMENT*

NON-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

COPE: Cognitively Oriented Pre-Primary Experience - Pennsylvania.......... 5-5
A comprehensive sequentially programmed preprimary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project - Florida.......... 5-6
A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

EARLY PREVENTION OF SCHOOL FAILURE - Illinois.......... 5-7
A program designed to prevent school failure in children ages 4-6 through early identification and remediation of developmental learning deficiencies that would adversely affect their school performance.

MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project - New York.......... 5-8
A voluntary home-based program for preventing educational disadvantage in children two to four years old by enhancing parent-child interaction.

PARENT READINESS EDUCATION PROJECT (PREP) - Michigan.......... 5-9
An early-intervention project for academically high-risk preschool children in which parents attend classes to learn to become effective change agents for their own children and high school students learn preparenting skills while working with children.

PERCEPTION+ - New Jersey.......... 5-10
A prerequisite to any formal learning discipline.

the PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children - Wisconsin.......... 5-11
A home teaching program serving multicategorical handicapped children from birth to six years of age.

OTHER JDRP-APPROVED PROJECTS

ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION - Colorado.......... 5-12
An early childhood education program built on the belief that parents are their child's first and most effective teachers.

AKRON FOLLOW THROUGH: Project SELF (Selected Educational Learning Fundamentals) - Ohio.......... 5-12
An individualized, structured, sequential instructional curriculum in readiness, reading, and mathematics leading to proficiency in the basic skills.

BAPTIST HILL KINDERGARTEN - Alabama.......... 5-13
A school readiness project for five-year-old children who are educationally disadvantaged.

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT - Missouri.......... 5-13
A program designed to help parents assume their natural role as the child's primary language teacher through parent-child interaction.

the CHILD DEVELOPMENT CENTER - California.......... 5-14
A model community center designed to identify children's special developmental needs and provide appropriate interventions before school begins, through joint cooperation of parents, kindergarten teachers, and special educators.

CHILD-PARENT CENTERS ACTIVITY (CPC) - Illinois.......... 5-14
An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.

CLINCH-POWELL EDUCATIONAL COOPERATIVE: Home-Based Early Childhood Education Program - Tennessee.......... 5-15
A home-based early childhood education program using parents as the primary teachers of their own children.

COGNITIVELY ORIENTED PRESCHOOL CURRICULUM - Michigan.......... 5-15
A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.

COMMUNICATION PROGRAMS - Washington.......... 5-16
A program to help young children who have a variety of communication and language handicaps.

COMMUNITY SCHOOL 77 BRONX BEHAVIOR ANALYSIS FOLLOW THROUGH RESOURCE CENTER - New York.......... 5-16
A public school K-3 program.

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*See Sectional Cross-Reference Index, p. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

a COMPREHENSIVE PROGRAM FOR HANDICAPPED PRESCHOOL CHILDREN AND THEIR FAMILIES IN RURAL AND NON-URBAN AREAS - North Dakota 5-17
A comprehensive program providing for maximal growth and development of handicapped preschool children and their families in rural areas.

COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project) - Wisconsin 5-17
A program serving children three years of age and younger having a primary disability of moderate to severe neuromotor handicap with physical impairment severe enough to limit motor activity.

EARLY CHILDHOOD EDUCATION -- ALL DAY KINDERGARTEN - Ohio 5-18
A program aimed at strengthening the child's perceptual and auditory skills, improving his or her language development, and developing the potential of the family to motivate the child's learning.

EAST ST. LOUIS DIRECT INSTRUCTION FOLLOW THROUGH - Illinois 5-18
A comprehensive early childhood program for students in grades K-3.

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall Program) - Minnesota 5-19
A program that prepares the parent to be the child's first and most significant teacher.

FOLLOW THROUGH NONGRADED LEARNING MODEL: New York City/Hampton Institute - New York 5-19
A continuous-progress program in developmental skills for a multiaged nongraded classroom.

FOLLOW THROUGH -- PORTAGEVILLE UNIT - Missouri 5-20
A highly structured behavior modification approach to primary education.

project HOME BASE - Washington 5-20
A program for "helping parents teach their own."

INDIANAPOLIS FOLLOW THROUGH PROJECT - Indiana 5-21
A program using the behavior analysis approach to teach basic skills in reading, arithmetic, handwriting, and spelling.

KANSAS CITY FOLLOW THROUGH PROJECT: Resource Center - Missouri 5-21
An individualized K-3 basic skills program with built-in motivation.

MECCA: Make Every Child Capable of Achieving - Connecticut 5-22
An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling.

NORTHERN CHEYENNE FOLLOW THROUGH PROJECT - Montana 5-22
An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teachers' aides.

OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM: Learning Through Literature - California 5-23
An interdisciplinary approach for students in grades K-2 utilizing a literature-centered curriculum.

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School) - Missouri 5-23
A program, available to all four-year-old children and to high-risk three-year-olds, structured to increase each child's chances for success in school.

PREVENTION OF LEARNING DISABILITIES: An Interdisciplinary Model - New York 5-24
A program to prevent the cognitive and emotional effects of learning disability by early identification and educational intervention.

PROGRAMS FOR CHILDREN WITH DOWN SYNDROME - Washington 5-24
A program designed to accelerate and maintain developmental gains of children with Down syndrome and other developmental delays, to give help and training to their parents, to develop a transportable model, and to provide an exemplary demonstration program.

project REAL - New Hampshire 5-25
A program providing comprehensive services for low-income children and their families.

RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER - Virginia 5-25
A program teaching parents to establish a home environment that promotes active participation in their children's education, and to augment their children's self-esteem and learning abilities.

project STAY: School To Aid Youth - Oklahoma 5-26
A program providing early identification and treatment of social, emotional, and academic needs of pupils.

TITLE I ESEA PRESCHOOL - Alabama 5-26
An early childhood diagnostic/prescriptive program providing individualized instruction for each child.

TRENTON FOLLOW THROUGH: Behavior Analysis Approach - New Jersey 5-27
A complete program in the basic skills of reading, arithmetic, handwriting, and spelling.

TULARE FOLLOW THROUGH - California 5-27
Five separate components promoting children's chances for success in school, with parents as contributing partners in their children's education.

WATERLOO FOLLOW THROUGH: Individualized Early Learning Program - Iowa.. 5-28
An individualized sequential program of instruction in readiness skills and reading for students in grades K-3.

WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER - Illinois.. 5-28
A behavioral analysis approach program emphasizing the basic skills of reading, math, spelling, and handwriting.

the WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM - New York.. 5-29
A project focusing on the total development of the child and his or her family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.

PROJECT COPE: Cognitively Oriented Pre-Primary Experience

A comprehensive sequentially programmed preprimary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.

target audience

Approved by JDRP for preprimary students in pre-kindergarten, kindergarten, and transitional first grade from low- and middle-income families, including those with developmental lags and learning disabilities.

description

COPE's wide range of activities and objectives (2-6 years developmentally) makes it effective for use with preprimary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual, language, and socioemotional growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group, and large-group instruction, as well as in free-inquiry situations.

The curriculum consists of two areas: the Developmental Area contains levels in perceptual-motor, conceptual-language, and socioemotional development; the Achievement Area contains units of instruction in reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials but come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

evidence of effectiveness

In data collected from 1972-75, participating children demonstrated an average gain of 2.08 months per month of attendance as measured on the Slosson Intelligence Test, equivalent to about three times the normal rate of growth. Comparable gains were shown in testing for language development and socioemotional development.

implementation requirements

Program may be implemented in an individual classroom, a single school, or a district. Any teacher wishing to implement program and management system must attend a two-day workshop. Workshops are most often conducted at district or regional sites, with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

financial requirements

One set of COPE curriculum required per classroom at cost of $50 per set. Workshop handouts necessary for all participants at cost of $12 per person. Wide variety of inexpensive teacher-made and commercially available materials may be used with curriculum.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Mary Alice Felleisen, Program Coordinator, Project COPE, Research for Better Schools, 444 N. Third St., Philadelphia, PA 19123. (215) 574-9300.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-63 Approved: 5/15/75

Compiled Summer 1982

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PROJECT

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project

A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

target audience

Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as "good" parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

evidence of effectiveness

Children participating in the DP program one hour per week for a minimum of five months made gains in intellectual functioning as measured by the Wechsler Intelligence Scale for Children. Children in control groups did not make gains.

implementation requirements

Internship training for people with backgrounds in psychology, social work, early childhood education. Follow-up visits to sites. Follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes, grades K-3, by using the circle time activities. It is primarily a training program that requires intensive training for the adult leaders.

financial requirements

When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program are less than $20. There would be no additional per-learner monthly operational costs for a school with an elementary school counselor or psychologist who could devote a minimum of one half-day per week to the program.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.

Developmental Funding: USOE ESEA Title III JDRP No. 74-116 Approved: 12/6/74

Compiled Summer 1981

PROJECT EARLY PREVENTION OF SCHOOL FAILURE

A program designed to prevent school failure in children ages 4-6 through early identification and remediation of developmental learning deficiencies that would adversely affect their school performance.

target audience Approved by JDRP as a screening and curriculum program appropriate for children ages 4-6.

description The goal of the nationally validated Early Prevention of School Failure program is achieved by successful accomplishment of the following objectives: screening all kindergarten and/or first grade children to identify their skill development in the modalities of language development, fine and gross motor, and auditory and visual perception necessary for success in formal reading and writing curricula; providing professional training for teachers so that they may acquire skills and competencies in providing successful learning experiences for all children (talented, learning disabled, etc.); providing special education services for children identified as having moderate or severe learning problems; providing management guidelines that include parent volunteers and learning center concepts for greater individualization in the learning environment.

In addition to using educational strategies already found successful, a teacher should provide 20-30 minutes of small-group and/or individualized activities daily (based upon screening results and utilizing the EPSF management system) for all pupils.

Early Prevention of School Failure program materials include screening instruments, classroom management guides, classroom activity guides, and parent materials.

evidence of effectiveness Evaluation data demonstrate that achievement growth in all modality areas exceeded project objectives. Further, children initially identified as having severe learning problems made sufficient achievement gains, proving that early identification prevents failure when children are screened and given a systematic educational follow-up.

implementation requirements A team of at least four (including kindergarten and/or first grade teachers, special education teacher and psychologist, speech teacher, and an administrator) is involved in a two-day leadership training workshop that covers screening instruments, staffing, educational planning, and management systems. Involvement of parents is encouraged. Follow-up by project site determines effectiveness along with growth as shown on the pre/posttesting data.

financial requirements Cost of a two-day leadership training session at project site and/or local school site for school district team (minimum of four persons). One set of curriculum guides and screening materials, $100 per set for each team involved in leadership training. Cost of substitutes for a one-day follow-up inservice training for adopter team.

services available Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available to adopter site (costs to be negotiated). Follow-up services are available to adopters (travel and per diem must be paid).

contact Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title III **JDRP No.** 74-46 **Approved:** 5/14-15/74

Compiled Summer 1981

PROJECT

MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project

A voluntary home-based program for preventing educational disadvantage in children two to four years old by enhancing parent-child interaction.

target audience

Approved by JDRP for two-year-olds at risk for educational disadvantage.

description

MCHP/VIP's theory is that cognitive and socioemotional growth is fostered by the preschooler and mother exchanging language (symbols for events and concepts) around interesting, conceptually rich materials. "Mother" may be any adult who has a primary, nurturing relationship with the child. Goals are to increase mother's positive interactive behavior, aid child's cognitive-socioemotional growth, and prevent school problems.

The program is based in the child's home, with twice-weekly, half-hour Home Sessions over two school years; the child's starting age is two. The number of sessions is geared to the mother's needs, with a maximum of 46 per year. Home visitors ("Toy Demonstrators") model techniques for the mother from a structured curriculum and involve the mother and child together in play. Materials consist of 12 books and 11 toys, given to the child each year in weekly installments. There is a Guide Sheet for each. The Guide Sheet is intended for the Toy Demonstrator, but it may also be used by the mother. All Guide Sheets list the same core concepts (e.g., colors, shapes) and related behaviors (e.g., matching, imagining), but examples of each from the related book or toy are given to encourage the adult to devise more examples of his/her own. The books and toys (chosen on 37 specific criteria, of high quality, and commercially available) and the Guide Sheets are progressively more complex. Toy Demonstrators are women, paid or volunteer. They need no work experience or education beyond high school. They learn their program skills from a college-degreed program coordinator in an initial eight-session training workshop, which is followed by weekly meetings and individual conferences.

Unique program features are the explicitly detailed two-year method; the structured yet flexible curriculum; the permanent gifts of quality curriculum materials; and specific techniques to guard against the program's possible intrusiveness (home visitors are trained not to teach or counsel).

evidence of effectiveness

Rigorous research, 1965-78, with low-income minority families. 1973 postprogram group surpassed controls in maternal interactive behavior on VIP's "MIB" (267 to 157) and in child Binet I.Q. (107 to 101). Third grade: program group surpassed comparison on WRAT subtests (reading, 100 to 89; arithmetic, 102 to 91). Acceptance: 85-100%. Visits failed: 15%. Generalizability: 29 certified out-of-VIP replications, 1969-78, including two funded by Title I.

implementation requirements

Staff consists of coordinator with college degree to supervise one paid or volunteer Toy Demonstrator per 15 mother-child dyads. Coordinator trained at D/D site. Adopter agrees to follow standards and methods of D/D, with minor variations for local adaptation, and to provide coordinator with office space for conferences and supplies, telephone, and part-time secretary. School districts, single schools, or other service organizations (family service agencies or mental health clinics), alone or in cooperation with a school system, may adopt.

financial requirements

Based on 60 dyads (30 in start-up year) D/D per-unit cost for first two years is $143 (staff training by D/D, 23%; overhead, 7%; books and toys, 70%); salaries not included. After first two years, per-unit cost is $113 (staff training by D/D, 3%; overhead, 9%; books and toys, 88%). Additional costs: D/D's occasional long-distance telephone calls to adopter, and four visits to adopter site during the first two years.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (all expenses must be paid.) Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Naomi Feldheim, Director, Demonstration Center, or Phyllis Levenstein, Executive Director;
Verbal Interaction Project; SUNY at Stony Brook; 5 Broadway, Freeport, NY 11520.
(516) 868-7770.

Developmental Funding: HEW: Children's Bur., (Ofc. of Human Devel.), Nat'l. Inst. of Mental Health, Nat'l. Ctr. for Ed. Comm. (USOE)

JDRP No. 78-165 Approved: 11/27/78

Compiled Summer 1982

PROJECT

PARENT READINESS EDUCATION PROJECT (PREP)

An early-intervention project for academically high-risk preschool children in which parents attend classes to learn to become effective change agents for their own children and high school students learn preparenting skills while working with children.

target audience

Approved by JDRP for preschool children with developmental delays and for parents and high school seniors.

description

PREP is appropriate for special education, Head Start, and Title I programs. The goals of PREP are to identify preschool children with potential learning problems and develop a plan of remediation, to teach parents how to develop the skills necessary for academic achievement by these children, to teach child development and management techniques, and to train high school students for effective parenthood. This is a cost-effective program that enables two part-time professionals to reach 52 families. The model has been successfully adopted in inner-city, suburban, rural areas, and diverse socioeconomic areas throughout the United States. The PREP model provides for intensive parent involvement in an atmosphere of openness and trust. Continuing contacts provide opportunities for modeling, trying new parenting behaviors, and changing parent-child interaction patterns. Increasing parents' awareness of how their everyday activities can be learning experiences is a major goal.

All children are tested in the fall of the year before they enter kindergarten. Based on indications of potential learning problems and parental willingness to participate, 48 children are selected. Priority is given to children with younger siblings. The children attend PREP one morning a week in groups of 12. Activities that the parent and child do together at home are the key to skill development. Language and conceptual development, visual skills, auditory skills, small- and large-muscle coordination, enhancing the self-concept, and the world around us are emphasized in the classroom and home curriculum. One parent agrees to attend PREP class one morning a week with the child. The parent observes the children in the classroom and receives activities to do at home daily with the child. Parents also meet in a group to discuss topics related to raising and nurturing children. Twelve high school seniors work individually with the preschoolers to stimulate language and conceptual development and to enhance self-concepts during the second semester. The high school students also attend weekly seminars and receive course credit in child development. Topics such as the origins of behavior and responsibilities of parenthood are discussed.

evidence of effectiveness

Participants made great gains in school-readiness areas. Mean scores from the Caldwell Cooperative Preschool Inventory, administered 1972-74: pretest, 24.35; posttest, 49.92. Control mean: pretest, 24.95; posttest, 40.20. Results are significant at .01 level. Parents had excellent attendance, reporting that their parenting styles evolved toward promoting cognitive growth and positive self-concepts in their children.

implementation requirements

Staffing to reach 52 families requires two teachers (can be .6 time), one part-time secretary, and one part-time aide. Training sessions last three days. A large classroom equipped for young children, an observation room, and a meeting room for parents are required. Program can be adopted by an individual school, an entire district, or a region.

financial requirements

Staff (all can be part-time): two teachers, one secretary, one aide. Cost of equipping preschool classroom, $1,200; observation room, $1,000; PREP manuals, $25; parent library, $500; curriculum materials, $800.

services available

Awareness materials are available at shared cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Diane C. Bert, Project Director; Redford Union School District; 18499 Beech Daly Rd.; Redford, MI 48240. (313) 535-2000, ext. 201 or 202.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-51 Approved: 5/9/74

Compiled Summer 1981

PROJECT

PERCEPTION+

A prerequisite to any formal learning discipline.

target audience

Approved by JDRP for kindergarten (Level I) and first grade (Level II). This program has been used with other grade levels, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

PERCEPTION+ addresses the student's ability to learn; it is based on the premise that learning can be learned as a skill. PERCEPTION+ is not a reading, writing, or arithmetic program; it prepares students to learn to read, write, and do arithmetic. It is not a remedial program, but it is being used for remediation. It is designed to be introduced at the kindergarten level, but it is being used effectively from preschool to junior high.

PERCEPTION+ is perceiving: seeing what is looked at, hearing what is listened to, feeling what is touched. These are fundamental requisites for learning, the foundation for the "basics," and they are attainable through the 15-minute PERCEPTION+ lessons, given three times a week throughout the school year. An entire class, not just those identified as having perceptual deficiency, participates as a group. The teacher offers experiences, and the students describe them in their own words. PERCEPTION+ is also processing. Unprocessed information is meaningless and irrelevant. In each lesson of the Level I and II instructional units, PERCEPTION+ students continually process data. They analyze, relate, compare, judge, sequence, decode. They critique and self-correct. They internalize information through their individual and group interaction with experiences. The teacher functions as the provider of experience and director of the process of internalization, not as an expositor of information. The PERCEPTION+ program provides children with the means for making information meaningful. Finally, PERCEPTION+ is applying: information that has been internalized can be easily and readily applied. Understanding generated in one context can be transferred to new and different contexts without reteaching. The PERCEPTION+ program addresses its activity to the transfer of understanding. Students become sensitive to the interrelatedness of experience. They also come to perceive the subtle differences, the uniqueness of experience. Students who know what they know are willing to investigate that which they don't know. Teachers who know what their students know can determine logically what they have to know. As students apply internalized understanding to new experience, teachers will know what their students know.

evidence of effectiveness

Evaluation through pre/posttesting with Knobler Perceptual Development Series and teacher's subjective-response questionnaire showed 100% greater growth for experimental classes in skills tested than for control classes. Teachers consistently report above-average impact on perceptual awareness, communication skills, eye-hand coordination, thinking, and decision making.

implementation requirements

In recognition of the unique character of each classroom situation, PERCEPTION+ is a program more to be adapted than adopted. It may be initiated in a single class or district-wide. It requires no special staff or physical arrangements. Teachers can be trained by project staff in two and one-half hours, or they can replicate the program from the teacher's guide and available filmstrip-tape or from the TV presentation on project philosophy, rationale, and methodology.

financial requirements

The program can be implemented for as little as $30 (the cost of one instructional kit) by the regular classroom teacher in the regular classroom. There are four instructional kits: Level I (first year), Level II (second year), and Tactual Level I and Tactual Level II as supplements for children with deficiencies. Each kit is $30. These are totally self-contained and nonexpendable and are for use with an entire class regardless of size.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Arlene Schor, Director, or Edward Tittel, Project Disseminator, PERCEPTION+; Union Township Board of Education; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200, ext. 257 or 288.

Developmental Funding: USOE ESEA Title III   JDRP No. 74-78   Approved: 6/7/74

Compiled Summer 1981

PROJECT

THE PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children

A home teaching program serving multicategorical handicapped children from birth to six years of age.

target audience

Approved by JDRP for handicapped children, mental age 0-6, preschool programs, nonhandicapped Head Start home-based programs.

description

The Portage Project is financially supported by 23 local school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The program provides a home teacher to each family each week to aid parents in assessing the child's present skill level in five developmental areas, targeting emerging skills, developing skills necessary to teach the child, defining appropriate teaching techniques, and evaluating the child's performance.

The program follows a precision teaching model and is based on the premise that parent involvement is the main ingredient in effective, long-term early childhood intervention. During the home visit, the home teacher demonstrates how the parent is to teach the child during the week, and baseline data are recorded. The parents then model the teaching process for the home teacher and a system for recording child performance is determined. Three or four prescriptions are left weekly, and parents teach the child daily and record progress. On the following home visit, the home teacher records post-baseline data on each task that serve as the basis for weekly curriculum modification.

A new aspect of the project is the Portage Parent Program, a systematic parent-training component to improve parental skills in the teaching and child-management domains. During the regular home visit session, instruction is provided for the parent as well as for the child.

evidence of effectiveness

As measured by the Cattell Infant Test and Stanford-Binet, children in the project (mean I.Q. 75) gained 15 months in an eight-month period. Another evaluation measure showed that greater gains were made by Portage Project children in mental age and in language, academic, and socialization skills than by children receiving only classroom instruction. The Portage Project has been replicated in approximately 30 sites. All have demonstrated similar gains.

implementation requirements

At least two teachers, including one master teacher (professional), should be employed on the project. Resource personnel should be available to the staff for assessment and curriculum planning. All instruction takes place in the child's home. The only facility necessary is a small office for storing materials and for staff meetings. Initial training consists of four or five days of intensive instruction at the replication site. One or two follow-up visits must be scheduled during the year to assess program effectiveness and evaluate curriculum planning, data collection, and the home teaching process.

financial requirements

Based on a nine and one-half month school year, per-pupil cost averages $650. Start-up cost ranges from $775-$1,600 per child per year (data secured from replication sites).

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Neal Schortinghuis, Director; Cooperative Educational Service Agency 12; 626 E. Slifer St.; P.O. Box 564; Portage, WI 53901. (608) 742-8811.

Developmental Funding: USOE BEH

JDRP No. 75-75 Approved: 11/10/75

Compiled Summer 1981

PROJECT ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION

An early childhood education program built on the belief that parents are their child's first and most effective teachers.

target audience Approved by JDRP for preschool children of all abilities, age 3-4, and their parents.

description Added Dimensions offers a comprehensive program with four interrelated components: Preschool, Parent Involvement, Developmental Screening, and Home Visits. For districts with no preschool and parent programs, Added Dimensions offers a comprehensive plan for beginning them. For districts with programs in these areas, it offers the opportunity to add components. The Preschool Program offers twice-weekly sessions of two and one-half hours each for all three- and four-year-olds in the district. The curriculum includes objectives in the areas of personal-social, motor, aesthetic, language, and cognitive development. It stresses a hands-on approach with individual attention to children with special needs. The emphasis of the Parent Involvement Program is on reinforcing the concept that parents are the most influential educators of their children and on providing support to parents in their role as educators. Parent activities include two to six preschool sessions with their child, regular work assignments at the preschool, small-group discussions led by trained teachers, and large-group meetings. The Developmental Screening component utilizes the Denver Developmental Screening Test (DDST), a widely used screening tool that can be administered by trained paraprofessionals. It points up any developmental lags a child may have. Parents are involved in the screening procedure and discuss results with the teacher assistant. Through the Home Visiting Program, every family receives an initial visit during which the DDST is given. Families that will benefit from follow-up calls are visited on a biweekly basis. Play Materials Lending Libraries, from which home visitors can select appropriate activities for home use, are located throughout the district.

Contact the project about available training and other services.

contact Betty Benjamin, Project Director; Early Childhood Education; Jefferson County Public Schools; 1209 Quail St.; Lakewood, CO 80215. (303) 231-2346.

Developmental Funding: USOE ESEA Title III JDRP No. 75-46 Approved: 5/15/75

Compiled Summer 1981

PROJECT AKRON FOLLOW THROUGH: Project SELF (Selected Educational Learning Fundamentals)

An individualized, structured, sequential instructional curriculum in readiness, reading, and mathematics leading to proficiency in the basic skills.

target audience Approved by JDRP for grades K-3. It has also been used with preschool and special education students and with intermediate grades, but no evidence of effectiveness has been submitted to or approved by the Panel.

description SELF is a combination of the Primary Education Project (PEP) and Individually Prescribed Instruction (IPI) developed by the University of Pittsburgh Learning Research and Development Center. PEP is the kindergarten or readiness component, while IPI focuses on developing specific skills in reading and mathematics. PEP presents 400 hierarchical prereading and mat[illegible]ves to kindergarten children in six learning areas: quantification, classification, visual motor, gener[illegible] auditory motor, and letters and numerals. IPI Reading is taught using a phonetic approach emphasizing mastery of specific reading skills plus group instruction. IPI Math stresses individual progress with continuous growth in numeration/place value, addition/subtraction, multiplication, division, fractions, money, time, systems of measurement, geometry, and applications. The Akron SELF Program provides a continuous individualized educational experience for primary-grade children. The major goal of the program is to enable each child to make steady progress toward mastery of academic skills. Achievement of this goal is facilitated by a structured curriculum in which each content area is comprised of behavioral objectives arranged by unit and level; an assessment system comprised of criterion-referenced tests; a management system that enables the teacher to provide individualized educational experiences for students; individualized instructional materials; and a monitoring and record-keeping system that depicts the location of each student in each curricular area and facilitates diagnostic teaching. Test results are used to prescribe learning tasks. Although students progress through the curriculum at various rates, a management system has been developed to provide group experiences.

Contact the project about available training and other services.

contact Jeanette Brown, Crosby School; 235 Smith St.; A[illegible]on, OH 44303. (216) 253-3287.

Developmental Funding: USOE Follow Through JDRP No. 77-155 Approved: 9/12/77

Compiled Summer 1981

PROJECT BAPTIST HILL KINDERGARTEN

A school readiness project for five-year-old children who are educationally disadvantaged.

target audience Approved by JDRP for kindergarten students.

description Experiences are provided to help children increase their vocabularies, learn to speak in sentences, communicate more effectively, grow in independence and initiative, understand and deal with the world around them, and develop problem-solving skills. Learning centers are set up in each classroom. Daily programs emphasize the development of psychomotor skills. Children experience success daily, interact with peers and adults, and learn to respect the rights of others. Student needs are assessed and continuous evaluations are made to ensure program effectiveness. Each teacher has a trained aide. The program is monitored by a parent involvement component.

One way this kindergarten differs from others is that it is housed in a separate building. In addition to the 10 kindergarten classes, there is a large indoor play area, a room for musical or rhythmic activities, and a cafeteria. The interior is unusually attractive, with appropriate colorful furnishings, open shelving, and displays of students' art.

It also differs from many other kindergartens in the multiplicity of materials and equipment available. The abundance and variety of materials enable teachers to vary their approaches to meet the individual learning styles and needs of five-year-olds.

Contact the project about available training and other services.

contact Georgia Gaither Lucas; Butler County Board of Education; P.O. Box 160; Greenville, AL 36037. (205) 382-2665.

Developmental Funding: USOE ESEA Title I JDRP No. 74-102 Approved: 10/18/74

Compiled Summer 1981

PROJECT CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT

A program designed to help parents assume their natural role as the child's primary language teacher through parent-child interaction.

target audience Approved by JDRP for children under four years of age who have educationally significant hearing impairments, and their families.

description The core of the program consists of weekly individual sessions in a Home Demonstration Center. The sessions are parent-oriented so that families may realize their primary responsibility in the language development of their children. Sessions are individualized so that the program developed is the most appropriate for each family and child. They are held in a home-like setting and focus on typical daily household activities. This setting and focus aid parents in learning strategies and techniques suitable for use in their own homes. Emphasis is placed on helping parents provide a learning environment that takes into account the child's impaired auditory ability. Regular audiometric evaluations are conducted by staff audiologists. Since all hearing-impaired children have some residual hearing, early amplification combined with auditory training can significantly affect the child's acquisition of speech and language. Therefore, amplification is provided in order to maximize the child's use of his/her residual hearing. The Early Education Project or Clinic may lend the child an aid and follow up with observation and retesting before recommending a specific aid for purchase. Parent group meetings are an integral part of the program. They include group discussion meetings, which allow parents to explore their feelings and share their problems and solutions with other parents, as well as more didactic meetings, which respond to the parents' need for current, accurate, scientific information. Children over two are enrolled in short nursery class sessions taught by a teacher of the deaf trained in early childhood education. Parent participation is an important part of these classes. The development of social and behavioral skills in preparation for preschool is emphasized. Activities are designed to provide children with opportunities for social-communicative interaction paving the way for verbal interaction.

Contact the project about available training and other services.

contact Audrey Simmons-Martin, Director; Early Education; Central Institute for the Deaf; 818 S. Euclid; St. Louis, MO 63110. (314) 652-3200.

Developmental Funding: USOE BEH JDRP No. 77-158 Approved: 11/7/77

Compiled Summer 1981

PROJECT THE CHILD DEVELOPMENT CENTER

A model community center designed to identify children's special developmental needs and provide appropriate interventions before school begins, through joint cooperation of parents, kindergarten teachers, and special educators.

target audience Approved by JDRP for three- to five-year-olds of all abilities, their parents, kindergarten teachers, and special educators.

description The Child Development Center is based on the conviction that the sooner educators identify young children's developmental needs and work together with parents to achieve effective interventions, the stronger the chance of children's early success in school. This program offers an ongoing format of child/parent services starting the September before the child is age-eligible for kindergarten. This format includes a diagnostic center, where preschoolers receive evaluations from a school nurse, speech/language specialist, and psychologist; a parent resource center, where parents meet with educators to discuss early-childhood topics and concerns; a child-study center, where preschoolers meet periodically with peers for group interaction while being observed by parents and center staff; and a referral center, which provides children having special developmental needs with interventions before school begins, and which transmits information on all program children to parents and kindergarten teachers.

The program supplies a motivational slide-tape presentation for parents and educators, a parent handbook containing child-development articles and materials, a teacher's manual containing instructions and materials for implementing the program, and an end-of-year program booklet for recording and relaying developmental information about the child to parents, kindergarten teachers, and special educators.

Contact the project about available training and other services.

contact Helen Reichman, Project Director; The Child Development Center; 8325 Laurelwood Dr.; Huntington Beach, CA 92646. (714) 964-3229 or 847-2551.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-21 Approved: 5/23/79

Compiled Summer 1981

PROJECT CHILD-PARENT CENTERS ACTIVITY (CPC)

An early intervention program stressing language development and reading readiness for three-, four-, and five-year-old children.

target audience Approved by JDRP for educationally deprived pupils, preschool to grade 3, from low-income families. This program now operates only for preschool and kindergarten.

description The Child-Parent Centers provide an individualized, locally designed, highly structured half-day instruction program for preschool and kindergarten children. Supplementary and support services are provided by school nurses, speech therapists, and curriculum specialists.

CPC activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence a child's academic success. A parent-resource teacher is provided to work solely with parents. Parents are trained to instruct their children at home and are also involved in the school program. Potential adopting school districts may be interested in adopting the parent component in conjunction with their existing early childhood programs. The program can be easily adapted for any audience.

Contact the project about available training and other services.

contact Velma Thomas, Director, or Dorothy Kellberg, Administrator; Child-Parent Centers; Chicago Board of Education; Room 1160; 228 N. LaSalle St.; Chicago, IL 60601. (312) 641-4585 or -4590.

Developmental Funding: USOE ESEA Title I JDRP No. 74-31 Approved: 4/29/74

Compiled Summer 1981

PROJECT

CLINCH-POWELL EDUCATIONAL COOPERATIVE: Home-Based Early Childhood Education Program

A home-based early childhood education program using parents as the primary teachers of their own children.

target audience

Approved by JDRP for three- and four-year-old children and their parents. It has also been used with children from birth to age 3, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

This program consists of an integrated three-phase approach to early learning. The curriculum component has three elements. The first is designed for use by parents in the home. A weekly publication, the four-page Parent Guide, contains a descriptive text on some topic of interest -- child development, health and nutrition, parenting, the role of social services -- and suggested activities for every day of the week to be performed by parent and child. The second element is a summary of Parent Guide contents which goes to the teacher, while the third is addressed to the home visitor and coordinates activities prescribed by the Parent Guide with the weekly visitation. The home visitation component entails a visit to the home of each child enrolled in the program once a week. Tailored to the needs of each individual child, these visits last approximately one hour. The home visitor delivers the Parent Guide and helps prepare the parent to teach the child by explaining the curriculum materials and, when needed, by demonstrating each suggested daily educational activity. The home visitor also lends toys, books, and other child-centered materials to parents. The classroom component, under the direction of a teacher certificated in early childhood education, makes use of a paraprofessional aide and parent volunteers. The teacher and aide travel to selected locations and spend one half-day per week teaching 10-15 local children. Sessions last between two and three hours, and offer the children an opportunity to socialize and learn in a group situation. In areas where facilities are available, the classroom sessions are conducted at stationary facilities.

Contact the project about available training and other services.

contact

William W. Locke, Executive Director; Clinch-Powell Educational Cooperative; P.O. Box 279; Tazewell, TN 37879. (615) 626-4677.

Developmental Funding: USOE ESEA Title III   JDRP No. 77-108   Approved: 2/25/77

Compiled Summer 1981

PROJECT

COGNITIVELY ORIENTED PRESCHOOL CURRICULUM

A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.

target audience

Approved by JDRP for preschool children of all abilities.

description

The Cognitively Oriented Preschool Curriculum is an open-framework model derived from Piagetian theory. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are: to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concepts; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials. The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem-solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

Contact the project about available training and other services.

contact

Clay Shouse, Acting Director; Preschool Education Department; High/Scope Educational Research Foundation, 600 N. River St.; Ypsilanti, MI 48197. (313) 485-2000.

Developmental Funding: USOE BEH   JDRP No. 79-9   Approved: 3/20/79

Compiled Summer 1981

PROJECT COMMUNICATION PROGRAMS

A program to help young children who have a variety of communication and language handicaps.

target audience Approved by JDRP for children ages birth to 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

description The Communication Programs serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and Communication Disorders Specialists (CDSs) in classroom management of communication behaviors. It also provides experience in team decision making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data taken during classroom activities provide supplementary information. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in every activity of the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The classrooms are staffed by teachers and Communication Disorders Specialists who work together. The CDS assists the teacher in developing strategies to promote communication, and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team.

Contact the project about available training and other services.

contact Rebecca F. DuBose, Director; Model Preschool Center for Handicapped Children; Experimental Education Unit WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE BEH JDRP No. 75-64a Approved: 9/3/75

Compiled Summer 1981

PROJECT COMMUNITY SCHOOL 77 BRONX BEHAVIOR ANALYSIS FOLLOW THROUGH RESOURCE CENTER

A public school K-3 program.

target audience Approved by JDRP for children grades K-3 and their families. This program has been used in private and public school settings for children with learning and/or emotional handicaps, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The primary programmatic goals of Community School 77 Bronx Behavior Analysis Follow Through, developed in cooperation with the University of Kansas Behavior Analysis staff, are grade-level performance in reading, mathematics, handwriting, and spelling. The instructional program, which provides structured early childhood basic skills development, emphasizes three key components: instructional procedures and curricula that allow for close and systematic monitoring of children's academic progress to ensure grade-level achievement by the end of the school year; positive reinforcement and motivational techniques that facilitate the maintenance of a warm, approving classroom environment; and a rotating 60-day cycle training parents to teach to ensure their influence on classroom aims and practices. Policy formation on the parent level takes place in a Parent Policy Advisory Council which, in conjunction with the efforts of school personnel, creates an environment suited to reversing the history of academic failure among low-income children. Other critical factors contributing to academic progress are frequent classroom planning sessions and intensive staff training activities. Provision is made for supporting health, nutrition, and social services through the assignment of staff, ensuring a comprehensive approach to the total development of each child.

Contact the project about available training and other services.

contact Ruth Chelseau, Coordinator, or Louise Cooper Sneed, Resource Center Manager; Community School 77 Bronx Follow Through Resource Center, 1250 Ward Ave., Bronx, NY 10472. (212) 893-0991 or -9855.

Developmental Funding: USOE Follow Through JDRP No. 77-135 Approved: 8/24/77

Compiled Summer 1981

PROJECT

A COMPREHENSIVE PROGRAM FOR HANDICAPPED PRESCHOOL CHILDREN AND THEIR FAMILIES IN RURAL AND NON-URBAN AREAS

A comprehensive program providing for maximal growth and development of handicapped preschool children and their families in rural areas.

target audience

Approved by JDRP for multicategorically handicapped preschool children, birth to age 6, and their families.

description

The program consists of four components on a continuum from prevention to intervention. On the prevention end of the continuum is The Magic Kingdom: A Preschool Screening Program, which identifies children ages 3-1/2 through 6 who require more intensive follow-up evaluation, and which maintains cost effectiveness through extensive parent involvement. Next on the continuum is Parents and Children Together (PACT), a parent education program that provides prevention and early intervention activities. In PACT, parent facilitators are recruited and parent groups are formed. These groups meet in members' homes to discuss prepared written packets concerning behavior management and social-emotional, speech and language, motor, and cognitive development. Stimulating to Potential (STP) begins the intervention end of the continuum, providing in-home education services to handicapped preschool children. Children enrolled in STP are seen weekly by a home teacher, who develops individual education plans (IEPs) for the children and trains the parents to implement these plans. Guidance and instruction from the home teacher are provided to parents while they implement the IEPs with their own children. The Therapeutic Evaluation and Treatment Center (TETC) provides the most intensive intervention of the four components. In this classroom program, IEPs are developed for each child and implemented by a multidisciplinary staff, with parents observing and participating. In both TETC and STP, observational data collection procedures are used to monitor implementation and to make program updates and revisions as needed.

Contact the project about available training and other services.

contact William F. Hoehle II, Director of Children's Services; Southeast Mental Health and Retardation Center; 108 S. Eighth St.; Fargo, ND 58103. (701) 237-4513, ext. 350.

Developmental Funding: USOE BEH | JDRP No. 79-35 | Approved: 11/7/79

Compiled Summer 1981

PROJECT

COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project)

A program serving children three years of age and younger having a primary disability of moderate to severe neuromotor handicap with physical impairment severe enough to limit motor activity.

target audience

Approved by JDRP for children three years of age or younger possessing a primary disability of moderate to severe neuromotor handicap with physical impairment of severe dimension limiting motor activity, and the professionals who serve them.

description

Children admitted to the Cerebral Palsy Project exhibit feeding, speech, and/or language problems. The children receive a panorama of services, including physical therapy, nutrition, psychological therapy, speech pathology, occupational therapy, special education, social service, and medical service. The primary focus of project activities is on two instructional programs, the Pre-Speech Program and the Language Stimulation Program. Parents take an active part in their children's therapy programs.

To date, 75 agencies in the following states are replicating components of the program: Alabama, Arizona, Arkansas, California, Colorado, Florida, Illinois, Iowa, Maryland, Michigan, Minnesota, Montana, New Hampshire, New York, Ohio, Oregon, Pennsylvania, Tennessee, Texas, Washington, and Wisconsin. Replicating agencies include school systems, rehabilitation centers, and hospitals serving children ages birth to three years. Three-member teams from each agency are trained in a six-day Fundamental Guidelines Course, and speech pathologists are trained in the use of the Pre-Speech Assessment Scale, which has been specially developed through this project.

Contact the project about available training and other services.

contact Rona Alexander; Demmer-Kiwanis Children's Center; Curative Rehabilitation Center; 9001 W. Watertown Plank Rd.; Wauwatosa, WI 53226. (414) 259-1414.

Developmental Funding: USOE BEH | JDRP No. 75-62 | Approved: 9/3/75

Compiled Summer 1981

PROJECT EARLY CHILDHOOD EDUCATION -- ALL DAY KINDERGARTEN

A program aimed at strengthening the child's perceptual and auditory skills, improving his or her language development, and developing the potential of the family to motivate the child's learning.

target audience Approved by JDRP for kindergarten children.

description Teachers complete skills observation checklists for each child. These data, along with Boehm Test results, are used to group students for work with the Sullivan Reading Readiness materials on language and concept development. Six headphone units and one control console in each classroom facilitate individual or small-group work. Perceptual skills are sharpened through use of manipulative materials. Inservice for teachers and aides is continuous, requiring approximately one half day per month.

Contact the project about available training and other services.

contact Jane F. Pope, Project Director, Early Childhood Education -- All Day Kindergarten, Cincinnati Public Schools; 230 E. Ninth St.; Cincinnati, OH 45202. (513) 369-4720.

Developmental Funding: USOE ESEA Title I JDRP No. 74-16 Approved: 2/26/74

Compiled Summer 1981

PROJECT EAST ST. LOUIS DIRECT INSTRUCTION FOLLOW THROUGH

A comprehensive early childhood program for students in grades K-3.

target audience Approved by JDRP for grades K-3. The program was developed for educationally and economically disadvantaged students. It has been used in other settings with students from a variety of geographic, ethnic, and socioeconomic backgrounds, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Components of the East St. Louis Follow Through program are instructions, staff development, health, and parental involvement. The primary emphasis is on the instructional components. The core of the instructional program is the Direct Instruction (Distar) curriculum materials in reading, mathematics, and language. Daily programmed learning tasks require immediate oral responses and must be mastered before advancement to higher levels of difficulty. Follow Through teaching strategies are applied to supplementary classroom materials.

Continuous monitoring of the system is provided by observation, videotaping of classroom performances, and a continuous testing program. Students are divided into groups, with a maximum of 10 pupils in low-performing groups.

The program is governed by a Parent Advisory Council which makes recommendations pertaining to all phases of the program. The three independent programs were developed in conjunction with Becker-Englemann from the University of Oregon. An adopter may implement the reading, mathematics, or language program in early childhood classes from K-3. The three instructional programs are correlated but independent. Teachers and administrators should be involved in the selection and use of the program. Initial training requires one to three days for all three programs. Each adopter is provided with awareness sessions, awareness materials, preservice and inservice training, and monitoring of classroom progress at no cost.

Contact the project about available training and other services.

contact Geraldine H. Jenkins, Director, or Gretta Jenkins, Resource Director, Project Follow Through, East St. Louis Board of Education; 1500 Kansas Ave.; East St. Louis, IL 62201. (618) 274-2830.

Developmental Funding: USOE Follow Through JDRP No. 77-144 Approved: 5/5/77

Compiled Summer 1981

PROJECT FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall Program)

A program that prepares the parent to be the child's first and most significant teacher.

target audience Approved by JDRP for parents and their children ages 0-5. This program has also been used with parents and their children age 3 through kindergarten, and with Title I and special education classes, but no evidence of effectiveness has been submitted to or approved by the Panel.

description A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture into early childhood/family education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction and participate in a discussion group facilitated by a parent educator. In this supportive, caring environment, they learn how to be with their child as they teach. Home-activity kits are designed to promote parent-child interaction and growth in basic skills, based on a validated assessment of the child's skills. Both parent and child become more confident in relating to the staff, principal, and kindergarten teacher, and this atmosphere of trust between home and school continues in grades K-6.

Contact the project about available training and other services.

contact Elaine McCormick [illegible], Program Director, District #742 Community Schools, [illegible] Parent-Child Programs, Seton Hall, 1208 7th Street South, St. Cloud, MN 56301. (612) 253-[illegible].

Developmental Funding: USOE ESEA Title III JDRP No. 75-60 Approved: 6/15/75

Compiled Summer 1981

PROJECT FOLLOW THROUGH NONGRADED LEARNING MODEL: New York City/Hampton Institute

A continuous-progress program in developmental skills for a multiaged nongraded classroom.

target audience Approved by JDRP for grades K-3, especially for disadvantaged students.

description To promote cognitive, affective, physical, and social development of disadvantaged children, three nonpublic schools in the Archdiocese of New York developed this comprehensive early childhood program in cooperation with the Hampton Institute and the Board of Education of New York City. The program features flexible grouping of children, individualized instruction, and a multifaceted approach to instruction. Nongraded classrooms group children of varying ability whose ages span two or three years. Multiaged grouping allows children of different ages to work together and to learn from one another. Every classroom has a cleared floor space for group meetings, tables for small-group activities, and learning centers for individual reinforcement and enrichment. A child moves from one developmental skill to the next as proficiency grows. To ensure constant progress, each child is monitored and evaluated continuously. The teacher, assisted by an aide, directs constant attention to the needs, interests, and past experiences of the individual children. The language-experience, multicultural, and multilevel approach enables the instructional team to draw on the child's experiences and abilities and to foster pride in self and ethnic background. The instructional team is trained in use of instruments developed for this purpose in the Nongraded Model. A full-time staff trainer called the implementor instructs teachers and aides in nongraded techniques, monitors use of these techniques, and assists in selecting and designing curriculum materials. To foster cooperation between school and home, a Policy Advisory Committee involves parents in decision making at every level, and parents participate in ongoing school activities.

Contact the project about available training and other services.

contact Project Director, Guardian Angel School, 193 Tenth Ave., New York, NY 10011. (212) 929-[illegible].

Developmental Funding: USOE Follow Through (ESEA) JDRP No. 80-27 Approved: 10/7/80

Compiled Summer 1981

PROJECT

FOLLOW THROUGH -- PORTAGEVILLE UNIT

A highly structured behavior modification approach to primary education.

target audience Approved by JDRP for grades K-3.

description This project has as its major goal the provision of a broadly enriched environment for poor children, both at school and in the home, including a full range of services in the areas that affect children's lives. Within the classroom, the Behavior Analysis Approach of the University of Kansas is implemented. The objectives of this approach are: to facilitate the child's mastery of basic skills, particularly in reading, arithmetic, and language, through the establishment of a "token economy" within classrooms; to train instructional staff to teach appropriate academic and social skills through the systematic use of positive reinforcement; to train instructional staff in the use of curriculum materials so that each child is enabled to work at his/her own level; and to train parents to work as paid staff in classrooms so they will have the opportunity to influence their children's education.

Contact the project about available training and other services.

contact Blaine Martin; Follow Through -- Portageville Unit; New Madrid County School District;
P.O. Box 280; Portageville, MO 63873. (314) 379-3612.

Developmental Funding: USOE Follow Through JDRP No. 25a Approved: 4/4-5/73

Compiled Summer 1981

PROJECT

PROJECT HOME BASE

A program for "helping parents teach their own."

target audience Approved by JDRP for parents and their children ages eight months through four years. This program has also been used by parents and their children ages 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Project Home Base was founded on the belief that parents are their child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior, thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent-educator who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the needs of the parent and child. The parents then work on that task with the child during the week. As a result of the weekly contacts, the parents are better able to identify and meet their child's developmental needs and to increase their use of 10 identified desirable teaching behaviors. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected; consequently the child will be better prepared to learn, becoming a more efficient and more effective learner.

Home Base Council consists of all project parents plus community agency representatives. Topics related to child development and parenting skills -- behavior patterns, discipline, self-concept, child health and nutrition -- are discussed at monthly Council meetings. Other parent concerns are shared at small-group home meetings.

Possible adaptations of Home Base include: using the home visit component with other programs such as handicapped, bilingual, Indian, or day-care; serving families with Head Start, kindergarten, and primary-school age target children; and using teachers, counselors, or social workers as parent-educators (home visitors).

Contact the project about available training and other services.

contact Carol A. Jackson, Director, or Darlene Montz, Diffusion Coordinator; Project Home Base; Yakima
Public Schools; 104 N. Fourth Ave.; Yakima, WA 98902. (509) 575-3295.

Developmental Funding: USOE ESEA Title III JDRP No. 75-10 Approved: 1/21/75

Compiled Summer 1981

PROJECT INDIANAPOLIS FOLLOW THROUGH PROJECT

A program using the behavior analysis approach to teach basic skills in reading, arithmetic, handwriting, and spelling.

target audience Approved by JDRP for low-income children grades K-3 in racially mixed inner-city schools, parents of low-income children, and certified teachers working in low-income neighborhood schools. This program can be used in other socioeconomic settings to accommodate diversity of children's interests and abilities, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The main purpose of the Indianapolis Follow Through Project is to teach basic skills in reading, arithmetic, handwriting, and spelling to children K-3. Teaching teams composed of a certified lead teacher, a teacher's aide, and one parent aide conduct small-group instructional sessions during the school day. Kindergarten and first-grade classrooms are run on a "token economy," i.e., children earn tokens during instructional periods and later exchange them for whatever items they choose (and can afford) from a "menu" of teacher-prepared special activities. In grade 2 and 3 classrooms, children make daily work contracts with teachers in each subject area. By the terms of the contract, a child agrees to complete an individually prescribed assignment to earn a period of free time for a self-selected activity. Individualized curriculum materials are used in the classrooms. The teaching teams monitor each child's advancement toward a year-end book and page target in reading and arithmetic by keeping progress graphs.

Parents of I-FT children are encouraged to apply for classroom positions as aides. Prospective members of teaching teams participate in one or more weeks of training in a demonstration classroom staffed by an experienced team. Before assignment to a teaching team, trainees must have demonstrated criterion levels of proficiency in behavior analysis instructional methods. A staff trainer visits each classroom monthly to conduct observations and offer guidance. More frequent visits may be made if needed.

Contact the project about available training and other services.

contact Bessie Chumley-Jones, Project Director; Indianapolis Follow Through; 901 N. Carrollton Ave.; Indianapolis, IN 46202. (317) 266-4137.

Developmental Funding: USOE Follow Through JDRP No. 77-120 Approved: 8/17/77

Compiled Summer 1981

PROJECT KANSAS CITY FOLLOW THROUGH PROJECT: Resource Center

An individualized K-3 basic skills program with built-in motivation.

target audience Approved by JDRP for low-income inner-city children in grades K-3 and their parents.

description The Kansas City Follow Through program introduces reading, mathematics, handwriting, and spelling at the kindergarten level and emphasizes the continuous mastery of these skills through third grade. Classrooms are staffed with at least one aide, enabling children to receive small-group and individualized instruction.

Positive motivation is a program keynote. The school day is divided into "earn" and "spend" periods. A token reinforcement system is used to motivate kindergarten and first-grade students to work up to their maximum achievement levels. During earns, or instructional periods, the children receive tokens and praise for attention to and improvement of their work. Children spend the tokens, buying an activity selected from a number of teacher-prepared activities. Second- and third-grade students make daily work contracts with their teachers to complete assignments in all subject areas in return for a period of self-selected activity.

Inservice training is provided at no cost for all teachers and aides. Costs of instructional materials and training manuals are minimal. A teacher aide or a volunteer is needed for each classroom. The program may be adopted by any school regardless of location or population served. Implementation is normally begun in kindergarten. Program achievement scores are significantly higher than comparison groups and are at or above national norms. Contact Project Director for detailed effectiveness data and adoption information.

Contact the project about available training and other services.

contact Mattie G. Story, Project Director; 1600 E. Linwood Blvd.; Kansas City, MO 64109. (816) 923-2290.

Developmental Funding: USOE Follow Through JDRP No. 77-130 Approved: 8/22/77

Compiled Summer 1981

PROJECT MECCA: Make Every Child Capable of Achieving

An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling.

target audience Approved by JDRP for kindergarten and first grade.

description In the MECCA program, a learning disabilities teacher, with the help of the classroom teacher and a classroom aide, provides observation, profiling, and intervention within the regular kindergarten classroom for children with potential learning problems. The program utilizes a team made up of a special education teacher, a classroom teacher, and an aide, who together analyze the activities of the curriculum into the tasks that a child must accomplish in order to be successful in the activity. The purposes of this task analysis process are to think carefully about what is asked of the child and to observe where the child is successful and where he/she needs help. The intervention aspect of the MECCA program is based on the principle of beginning at the level where the child achieves success and proceeding sequentially through the difficult steps to new successes. After the initial training period, the classroom teacher and the special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

Contact the project about available training and other services.

contact Peter R. Chester, Supervisor; Board of Education; City Hall; Meriden, CT 06450. (203) 634-0003, ext. 317.

Developmental Funding: USOE BEH Title VI-G JDRP No. 77-111 Approved: 3/23/77

Compiled Summer 1981

PROJECT NORTHERN CHEYENNE FOLLOW THROUGH PROJECT

An individualized early childhood approach to the teaching of basic skills, utilizing parents as classroom teachers' aides.

target audience Approved by JDRP for grades K-3.

description The Northern Cheyenne Follow Through Project focuses on the basic skills of reading, math, and handwriting. It utilizes six concepts: token delivery or contract system for motivation; individualization; programmed curricula; progress monitoring; staff training and career development; and parent involvement.

A unique feature of the project is the use of traditional native activities as reinforcement for appropriate social and academic progress. Thus, culturally relevant motivators are used to sustain efforts in basic skills areas.

The utilization of parents as classroom teachers' aides has provided an opportunity for active parent and community involvement. The parents also serve as advisors in making policy decisions concerning the project. With the use of programmed materials and effective progress monitoring, children are progressing at a rate that enables them to work at a level comparable to their respective grade levels.

Contact the project about available training and other services.

contact Moneda Cady, Director; Northern Cheyenne Follow Through Project; B.I.A. Bldg.; Lame Deer, MT 59043. (406) 477-6386 or -6387.

Developmental Funding: USOE Follow Through JDRP No. 77-151 Approved: 9/9/77

Compiled Summer 1981

PROJECT

OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM: Learning Through Literature

An interdisciplinary approach for students in grades K-2 utilizing a literature-centered curriculum.

target audience Approved by JDRP for grades K-2. This program is applicable to other grade levels, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The Learning Through Literature model emphasizes the writing process and has as its overall goal children becoming authors. Reading comprehension and oral language skills provide entry into the writing process. Nutrition education is built into the curriculum through literature selections.

Units of work are organized under a central theme. All possible subject areas are integrated through the theme, with concentration on language development activities.

The literature program supplements the existing basal reading program; it replaces the basal reader only in gifted and talented classrooms, where children have mastered decoding skills.

Learning Through Literature utilizes the library for literature selections. "Books" written by the children are used for additional reading material.

Contact the project about available training and other services.

contact Marilyn M. Jones, Resource Center Coordinator; Oakland Unified School District Follow Through Program; Resource Center; 1011 Union St.; Oakland, CA 94607. (415) 465-5073.

Developmental Funding: USOE Follow Through JDRP No. 77-150 Approved: 9/9/77

Compiled Summer 1981

PROJECT

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School)

A program, available to all four-year-old children and to high-risk three-year-olds, structured to increase each child's chances for success in school.

target audience Approved by JDRP as a program for four-year-olds, including those with special problems. This program has been used in other settings with three-year-olds and their parents, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The overall objective is to increase each child's chances for success in school, with a particular concern for locating, testing, and treating children with special problems. We test children beginning at age three, then provide the specialist staff for weekly home-teaching follow-up with child and parents on any problem that could interfere with later learning. When the children are four, we provide a comprehensive program -- called Saturday School -- that not only is still home-based and parent-child centered but brings child and parent to school. Saturday School has four major components. The first unites assessment with diagnosis and follow-up. Every child is individually tested in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year specialist help. An additional number receive short-term attention. The second component is a three-hour school "day" on Saturdays that mainstreams even the most severely handicapped. Four-year-olds rotate in small groups to four learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Seventy-eight percent of the parents teach once every six weeks. The third component involves weekly one-hour home visits which include two or three neighboring children and their parents. Home visits are provided to all children, with additional ones by a teacher-specialist for those with special problems. The fourth component consists of home teaching by parents, who receive a weekly home activity guide suggesting learning "games." Child Development Consultants provide consultative services: they work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training during the year. Staff development is a continuous process.

Contact the project about available training and other services.

contact Marion M. Wilson, Director; Early Education; Ferguson-Florissant School District; 655 January Ave.; Ferguson, MO 63135. (314) 595-2354 or -2355.

Developmental Funding: USOE ESEA Title III JDRP No. 74-47 Approved: 5/23/74

Compiled Summer 1981

PROJECT PREVENTION OF LEARNING DISABILITIES: An Interdisciplinary Model

A program to prevent the cognitive and emotional effects of learning disability by early identification and educational intervention.

target audience Approved by JDRP for children in grades 1-2. This program has been used in other settings with children in kindergarten and clinically with older children who have neuropsychological deficits, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The program provides a three-part approach to the prevention of learning disabilities: scanning, diagnosis, and intervention. Scanning locates vulnerable children through SEARCH, an individual 20-minute test administered by teachers and educational assistants to all children in kindergarten or early in first grade. SEARCH taps the neuropsychological precursors of learning problems in young children, yielding data required for setting intervention priorities, allocating diagnostic services, and building teaching plans to guide intervention. Raw test scores may be evaluated either by age or local norms. Age norms permit comparison of a child's score with a broad reference group: the standardization sample of 2,319 children from intact kindergarten classes in inner-city, suburban, small-town, and rural areas. Local norms permit comparison with the immediate peer group with whom children will be learning in their own schools. Diagnosis helps to clarify the reasons for the child's vulnerability. The Learning Disorders Unit offers training in diagnostic skills to school districts interested in developing or expanding these services. Intervention is based on TEACH, a prescriptive approach that helps to meet the educational needs defined by SEARCH. TEACH tasks are organized into five clusters relating to SEARCH components; tasks have been chosen for their experimentally demonstrated contribution to the job analysis of reading. The 55 tasks proceed through three stages of increasing complexity: recognition-discrimination, copying, recall. Mastery criteria are provided to ensure automaticity in the application of these skills in reading and the language arts. TEACH provides a two-year sequence of activities, with emphasis on accuracy of perception in the first year and on intermodal and prereading skills in the second.

Contact the project about available training and other services.

contact Rosa A. Hagin, or Archie A. Silver; Learning Disorders Unit; Department of Psychiatry; New York University Medical Center; 560 First Ave.; New York, NY 10016. (212) 340-6209 or 561-4078 or -4079.

Developmental Funding: USOE BEH Title VI-G JDRP No. 79-33 Approved: 9-12-79

Compiled Summer 1981

PROJECT PROGRAMS FOR CHILDREN WITH DOWN SYNDROME

A program designed to accelerate and maintain developmental gains of children with Down syndrome and other developmental delays, to give help and training to their parents, to develop a transportable model, and to provide an exemplary demonstration program.

target audience Approved by JDRP for Down syndrome children, birth to age 6.

description Children and parents participate in three programs: Infant Learning; Early, Intermediate, and Advanced Preschools; and Kindergarten. The Infant Learning Class provides individualized instruction in early motor, social, and cognitive development for children from birth to 18 months of age. Parent and child come to the center for weekly one-hour sessions. Training is also continued by parents in the home. Early and Intermediate Preschool and Kindergarten parents participate weekly as teacher's aides and data takers to learn techniques for maintaining the child's progress at home. The Developmental Sequence Performance Inventory is used as an assessment tool and guide for setting curriculum objectives. The skills are developmentally sequenced and provide a record of the child's performance and progress.

Contact the project about available training and other services.

contact Rebecca F. DuBose, Director of Model Preschool Center for Handicapped Children; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE BEH JDRP No. 75-64b Approved: 9/3/75

Compiled Summer 1981

PROJECT PROJECT REAL

A program providing comprehensive services for low-income children and their families.

target audience Approved by JDRP for elementary schools, especially grades K-3, teachers and teacher assistants, all school staff, and parents.

description Key elements of Project REAL are: a personalized educational program that emphasizes the basic areas of reading, writing, and mathematics/problem solving within an integrated learning process; provision for a variety of parent involvement activities aimed at helping parents become effective educational decision makers, informed educational advocates, direct participants in their children's education, and active learners; and a staff development system that provides for ongoing teacher consultation by district staff in areas of the helping process, decision making, the educational process, and program management.

Project REAL uses an instructional model based on the Responsive Education Program developed by Far West Laboratory for Educational Research and Development. Under this program, the Responsive Principles and the Responsive Process are guidelines for planning and implementing activities in the key elements of classroom instruction, parent involvement, and staff development. The four Responsive Principles form conditions essential to the learning environment. They are: Assets, which focuses on learners' strengths and interests; Decision Making, which helps learners become self-directed; Integrated Learning, which teaches basic skills in practical contexts; and Interaction, which promotes valuing individual differences and similarities. The Responsive Process provides a systematic set of procedures for planning and implementing learning activity. It helps to make learning objectives, activities, and assessments personally meaningful by stressing the need to gather information about the learner, determine the learner's experience as a basis for program planning, and integrate the activity and apply the knowledge and skills gained to new situations.

Contact the project about available training and other services.

contact Joan Garipay, Project Director; Project REAL/Follow Through Resource Center; 85C Mechanic St.; Lebanon, NH 03766 (603) 448-3797.

Developmental Funding: USOE Follow Through JDRP No. 77-154 Approved: 9/12/77

Compiled Summer 1981

PROJECT RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER

A program teaching parents to establish a home environment that promotes active participation in their children's education, and to augment their children's self-esteem and learning abilities.

target audience Approved by JDRP for children in grades K-3 and their parents.

description The Richmond Follow Through program is based on the active involvement of parents in the education of their children. This concept is founded on the premise that patterns of and motives for academic achievement and personality development in primary-grade children (K-3) are largely the result of home-study influences. The Richmond program is designed to provide a systematic means of linking home and school for the ultimate purpose of improving the educational performance of the children involved. The key element in the Parent Education process is a group of paraprofessionals called Parent Educators. Two are assigned to each Follow Through class. Parent Educators spend approximately 50 percent of their time as classroom aides; the remaining time (two days per week) is spent visiting the homes of Follow Through children. The weekly home visit is an integral part of the Home Learning Cycle. In simplest terms, this weekly cycle involves an individualized Home Learning Activity (HLA) which is taught by the teacher to the Parent Educator, who teaches the HLA to the parent, who in turn teaches the HLA to the child, thus providing continuous reinforcement of the child's educational achievements. The guiding principle throughout the Home Learning Cycle is a set of 10 basic tenets (Desirable Teaching Behaviors). Teachers and parents are encouraged to use open-ended questions, positive reinforcements, and the discovery approach to stimulate and expand the intellectual processes of the learner. Materials for individualizing instruction are used at each grade level to supplement school district curricula. The project is continuously developing a library of Home Learning Activities consisting of tasks designed to reinforce students' cognitive skills and affective behavior.

Contact the project about available training and other services.

contact Virgie M. Binford, Project Coordinator; Follow Through Program; 301 N. Ninth St.; Richmond, VA 23219. (804) 780-5341.

Developmental Funding: USOE Follow Through JDRP No. 77-146 Approved: 9/6/77

Compiled Summer 1981

PROJECT PROJECT STAY: School To Aid Youth

A program providing early identification and treatment of social, emotional, and academic needs of pupils.

target audience Approved by JDRP for grades 1-3.

description Children enter on screening administered during kindergarten year. They remain in Project STAY for one half of the day and in the regular classroom for the other half. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are: identification of achievement levels of high-risk pupils; provision for individual instruction in mathematics and reading to correct specific deficiencies; identification of social problems, poor self-concepts, and attitudes of potential dropouts; and provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers, and it has found that they are highly successful.

Contact the project about available training and other services.

contact Pat Ross, Project Director; Project STAY; Moore Public Schools; 2009 N. Janeway; Moore, OK 73160. (405) 794-8282.

Developmental Funding: USOE ESEA Title III JDRP No. 43 Approved: 4/9/73

Compiled Summer 1981

PROJECT TITLE I ESEA PRESCHOOL

An early childhood diagnostic/prescriptive program providing individualized instruction for each child.

target audience Approved by JDRP for kindergarten students.

description This program provides an open classroom design for kindergarten activities. Measuring and weighing activities, number concept activities, nature observation, book viewing, musical activities, home life simulation, water activities, and flannel board sharing occur in learning centers in each classroom. Intellectual development is stressed. Instruction is divided into the following units: home and school, health and safety, community helpers, the farm, the city, pets, woodland animals, holidays, seasons, the five senses, foods, and our bodies. In addition, children are taught over 100 specific concepts in language, math, and science.

Contact the project about available training and other services.

contact Bonnie Nicholson; Bessemer City Schools; 412 N. 17th St. · P.O. Box 868; Bessemer, AL 35021. (205) 424-9570.

Developmental Funding: USOE ESEA Title I JDRP No. 26 Approved: 4/4-5/73

Compiled Summer 1981

PROJECT

TRENTON FOLLOW THROUGH: Behavior Analysis Approach

A complete program in the basic skills of reading, arithmetic, handwriting, and spelling.

target audience

Approved by JDRP for students of all abilities, grades K-3, and their parents, especially from low-income families. This program has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The Follow Through program employs a wide array of systematic techniques involving the precise use of positive reinforcement to attain clearly stated instructional objectives. The program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continued mastery of these skills through the third grade. Augmented classroom staff, including a certified lead teacher, a teacher's aide, and a parent educator, allow for small-group instruction.

Programmed instructional materials are used primarily, because they enable each child to progress at his or her own maximum rate. A high level of motivation is maintained with a token and contract system used by all members of the teaching team. The curriculum materials recommended for use in the Trenton program have been selected for their capacity to accommodate a continuous-progress monitoring system.

Trenton Follow Through was specifically approved by JDRP for its parental involvement program. Parents become involved in two ways: as classroom instructional personnel and as participants in the Policy Advisory Council. As parent educators, their primary instructional duties focus on the teaching of handwriting and spelling (for a five-month term). The rotation of parent educators provides ample opportunity for interested parents to become acquainted and involved with their children's educational experiences. Each parent educator participates in a five-day training sequence. The Policy Advisory Council assists with the planning and operation of program activities.

Contact the project about available training and other services.

contact

Dorothy N. Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 989-2876.

Developmental Funding: USOE Follow Through

JDRP No. 77-139 Approved: 8/26/77

Compiled Summer 1981

PROJECT

TULARE FOLLOW THROUGH

Five separate components promoting children's chances for success in school, with parents as contributing partners in their children's education.

target audience

Approved by JDRP for all students grades K-3 and their parents.

description

The Oral Language Development component stresses a flexible, sequential system of instruction leading to improved reading and oral communication skills.

The Concepts and Language component focuses on concept development with kindergarten children and teaches motor, visual, and auditory skills. The focus of Bilingual Kindergarten is similar, but uses both Spanish and English.

The Thinking and Reasoning component is designed to help children become independent problem solvers by developing their problem-solving skills, personality skills, and independent working skills.

The Social Education component promotes the development of multicultural awareness, gives the children an understanding of cultural diversity, and helps them to develop a positive self-image.

The Parent Involvement component includes five activities designed to encourage parents to become involved in their children's education as partners with the school and to help them become more effective parents through participation in parent education sessions.

Contact the project about available training and other services.

contact

Mike Wenn, Coordinator; Tulare Follow Through Resource Center; 909 E. Cedar, Suite B; Tulare, CA 93274. (209) 688-2892.

Developmental Funding: USOE Follow Through

JDRP No. 77-127 Approved: 8/19/77

Compiled Summer 1981

PROJECT

WATERLOO FOLLOW THROUGH: Individualized Early Learning Program

An individualized sequential program of instruction in readiness skills and reading for students in grades K-3.

target audience Approved by JDRP for children in grades K-3; especially adaptable to low-income students.

description The Waterloo Follow Through project provides a sequenced program of individualized instruction with emphasis on student self-management skills and classroom management techniques. Active parent participation is stressed.

The instructional program is based on the Individualized Early Learning Program (IELP) sponsored by the Learning Research and Development Center (LRDC), University of Pittsburgh. A readiness program (emphasizing basic skills in a hierarchical sequence) includes classification, quantification, and four perceptual areas: visual motor, auditory motor, general motor, and letters and numerals. An individualized and adaptive reading program for grades 1, 2, and 3 follows the readiness program.

Staff training is provided for increasing teacher and teacher-associate skills in diagnosing individual student learning needs, prescribing, record keeping, and organization and management of an individualized classroom setting. The development of instructional materials and teaching strategies that provide a variety of paths for student attainment of objectives is stressed. A five-week training program is provided for parents to help them gain skills to facilitate student learning at home and in the classroom.

Contact the project about available training and other services.

contact Dorothy Winter, Project Director; Follow Through Resource Center Project; Waterloo Community Schools; 1516 Washington St.; Waterloo, IA 50702. (319) 233-8461 or (800) 553-1775.

Developmental Funding: USOE Follow Through JDRP No. 77-148 Approved: 9/6/77

Compiled Summer 1981

PROJECT

WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER

A behavioral analysis approach program emphasizing the basic skills of reading, math, spelling, and handwriting.

target audience Approved by JDRP for students of all abilities, grades K-3; especially for low-income disadvantaged students.

description The Waukegan Behavior Analysis Follow Through program has reversed the trend among low-achievers in grades K-3 through emphasis on the basic skills -- reading, math, spelling, and handwriting. The program promotes active parent participation in their children's education.

The Behavior Analysis Follow Through model used in Waukegan was developed at the University of Kansas. Components of the model are: emphasis on basic skills, positive reinforcement techniques, continuous progress monitoring, and parent involvement.

The program introduces reading, mathematics, spelling, and handwriting at the kindergarten level and emphasizes continued mastery of these skills through the third grade. Programmed instructional materials are used at the project site for reading and spelling because they enable each child to progress at his or her own rate. Other curriculum materials can be used if adapted. A high level of motivation is maintained through use of a token economy or contract system by all members of the teaching staff.

Teachers and assistants are trained in the use of positive motivation techniques. Parents are encouraged to become trained classroom assistants and they are given priority for employment.

Contact the project about available training and other services.

contact Harry Bowen, Follow Through Director; Waukegan Public Schools; 1201 N. Sheridan Rd.; Waukegan, IL 60085. (312) 336-3100, ext. 418, 419.

Developmental Funding: USOE Follow Through JDRP No. 77-126 Approved: 8/19/77

Compiled Summer 1981

PROJECT THE WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM

A project focusing on the total development of the child and his or her family through instruction, staff development, parent involvement, health and nutrition, and social and psychological services.

target audience Approved by JDRP for K-3 children of all abilities and their families.

description The program is geared toward preventing early school failure and developing attitudes in the child that enable him/her to maintain his/her academic competencies throughout the school years. There is systematic assessment of all entering children. Diagnostic teaching in the language and reading areas and an integrated curriculum are developed based on trained observation by staff, standardized tests, and a wide range of analytic tools developed by Bank Street College. A consistent record of skills attainment is maintained. Periodic review and evaluation of the children's progress is made by an interdisciplinary team in cooperation with parents. Emphasis is placed upon understanding each child's strengths, prior learning, competencies, needs, and learning style. The daily instructional program is organized around individual, small- and large-group instruction, and child-initiated activities. With social studies as the core, other curriculum areas are interwoven in study of the child's immediate environment that later extends to the larger environment. A wide variety of materials is used. Classroom and curriculum management are based upon agreed limits, with children participating in discussions and understanding the reasons for decisions. Ongoing workshops and parent-training programs are designed for greater parent understanding and participation. The program maintains a curriculum resource room and a children's ethnic heritage resource room. The Follow Through Program comprehensive team (consisting of the school administrators; project coordinator; the classroom team of teacher and educational assistant; staff nurse; social worker; family assistant; senior school neighborhood worker; and Bank Street College field staff and staff developers) facilitates the process of adult learning through demonstration, team planning, workshops, and supportive techniques.

Contact the project about available training and other services.

contact June Douglas; Follow Through Program; P.S. 243; 1580 Dean St.; Brooklyn, NY 11213.
(212) 773-2850 or -2880.

Developmental Funding: USOE Follow Through JDRP No. 77-156 Approved: 9/12/77

Compiled Summer 1981

SECTION 6

ENVIRONMENTAL EDUCATION/SCIENCE/SOCIAL SCIENCE*

NDN-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

project ADVENTURE - Massachusetts.. 6-3
An interdisciplinary program involving experience-based learning in academics along with group problem solving and an alternative physical education program in the out-of-doors.

project CREATION: Concern Regarding the Environment And Technology In Our Nation/Neighborhood - Illinois.. 6-4
An interdisciplinary curriculum (science-social science) in environmental education designed to prepare students to examine local environmental problems and understand why citizens must develop an environmental ethic based on sound technological choices.

project ECOLogy (Environmental Career-Oriented Learning) - Washington.. 6-5
A project aimed at infusing ecological concepts, career information, and futures understandings into basic skills subject matter by utilizing a format that is convenient for teachers to implement.

project I-C-E (Instruction-Curriculum-Environment) - Wisconsin.. 6-6
A concept-based, integrated, interdisciplinary, total K-12 environmental education program.

INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE) - New Jersey.. 6-7
A secondary social studies program designed "to turn students on to active citizenship."

ISIS: Individualized Science Instructional System Dissemination Project - Florida.. 6-8
An interdisciplinary, modular science program preparing students who do not plan to major in postsecondary science to understand practical, real-world, science-related problems.

project KARE (Knowledgeable Action to Restore our Environment) - Pennsylvania.. 6-9
An environmental studies approach based on investigating real environmental concerns in local communities using "down-and-dirty" interdisciplinary learning activities.

LAW IN A CHANGING SOCIETY (LCS) - Texas.. 6-10
A social studies program designed to improve the citizenship skills and attitudes of students by providing them with an operational understanding of the law, the legal process, and its institutions.

POLLUTION CONTROL EDUCATION CENTER -- PRIORITY ONE: ENVIRONMENT - New Jersey.. 6-11
An interdisciplinary environmental education program focusing on values clarification and decision making.

RELIGION IN HUMAN CULTURE (RIHC) - Minnesota.. 6-12
A complete program on the major religious traditions of the world for social studies classes, grades 9-12.

OTHER JDRP-APPROVED PROJECTS

APEC: America's Possible Energy Choices - Illinois.. 6-13
A program of energy education, with training for secondary science and social studies teachers and materials and study units for students.

CURRICULUM MODIFICATION THROUGH ENVIRONMENTAL STUDIES: Environmental Studies Center - Florida............ 6-13
Sequential, hands-on, field-oriented study of an estuarine ecosystem as representative of the natural system and the effects of human interaction with it.

DUVAL CONSUMER EDUCATION CURRICULUM - Florida.. 6-14
Sixteen units on consumer education for grades 6-12.

FACING HISTORY AND OURSELVES: Holocaust and Human Behavior - Massachusetts.. 6-14
An eight- to ten-week unit using the history of 20th century genocide to teach the meaning of human dignity, morality, law, citizenship, and behavior.

FOUNDATIONAL APPROACHES IN SCIENCE TEACHING - Hawaii.. 6-15
A course in the concepts and methods of the physical, biological, and earth sciences and their relation to the environment.

LAW EDUCATION GOALS AND LEARNINGS (LEGAL) - Florida.. 6-15
A comprehensive law-related curriculum program designed to promote student understanding of the criminal justice system and of the civil justice system (particularly as it relates to consumers).

WARS: Women in World Area Studies - Minnesota.. 6-16
Four two- to four-week units for high school students on the roles, status, and symbolic representations of women in world culture.

*See sections Cross-Reference Index, p. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

PROJECT

PROJECT ADVENTURE

An interdisciplinary program involving experience-based learning in academics along with group problem solving and an alternative physical education program in the out-of-doors.

target audience

Approved by JDRP for students of all abilities, grades 6-12. Parts of the program have also been applied in therapeutic and camp settings, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Project Adventure is designed to add an experience component to standard high school and middle school courses. For many students, learning is essentially a passive process offering little opportunity to take responsible action or to test abstract ideas in the real world. Project Adventure represents a combination of Outward Bound techniques and philosophy with a humanistic group-process approach to learning and teaching. Small groups of students learn by actually working on specific reality-based tasks or problems in the community and the natural environment. The teacher's role is to state the problems and limits, giving students the responsibility for finding solutions. This approach has produced measurable improvements in self-concept, physical agility, and competence. It encompasses and supports a wide variety of teaching and learning styles.

The project is made up of two separate components, which may be used singly or together: a physical education program involving initiative games, outdoor activities, and a Ropes Course apparatus that can be constructed by teachers and students; and an academic curriculum component designed to give hands-on experiences and a practical application of the basics. The program's aim is to educate the whole student through sound academics, physical activity, and learning activities that enhance self-concept.

The project's strengths are its flexibility, the variety and quality of its curriculum models, and its ability to inspire and rekindle the enthusiasm of both teachers and students.

The project offers training programs in both academics and physical education to give teachers skills in program management, teaching strategies, and techniques necessary for implementation. Ideally, a core group of enthusiastic teachers from a single school attends a five-day workshop. Follow-up sessions and assistance with construction may also be part of the adoption process.

Many of this project's adoptions have been in the area of environmental education.

evidence of effectiveness

Evaluation data (1971-72) show that participation in Project Adventure significantly improved students' self-concept and level of achievement motivation as measured by the Tennessee Self-Concept Scale, the Rotter Scale of Internal vs. External Control, and a School Climate Survey. There has been measurable improvement of physical functioning on five of six measures. Students and parents see growing self-confidence and more active participation in school programs as outcomes.

implementation requirements

Attendance at the five-day workshop is essential. Ideally, one or more interested and enthusiastic teachers are trained in the physical education or curriculum workshop or in both. (Both programs can be taught by teachers who are willing to try.) A supportive (or at least neutral) administration willing to incorporate new teaching styles and programs that may involve some flexibility in scheduling is also required. No special facilities are needed, although the Ropes Course apparatus for the physical education program calls for some open space around playing fields or in a wooded area. No special staffing is required.

financial requirements

The five-day residential teacher-training program costs approximately $235 per teacher, including room, board, and materials; travel costs are not included. For the physical education component, schools should allow a minimum of $2,800 for Ropes Course materials (actual costs vary). For the academic component, costs may include transportation, substitutes, and camping equipment, depending on the curriculum developed.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including tuition, and room and board). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Dick Prouty, Project Adventure, P.O. Box 157, Hamilton, MA 01936. (617) 468-1766.
Alan Sentkowski, Project Adventure Southeast, P.O. Box 5573, Savannah, GA 31404. (912) 354-5208.

Developmental Funding: USOE ESEA Title III   JDRP No. 4   Approved: 4/9/73

Compiled Summer 1981

PROJECT

PROJECT CREATION: Concern Regarding the Environment And Technology In Our Nation/Neighborhood

An interdisciplinary curriculum (science-social science) in environmental education designed to prepare students to examine local environmental problems and understand why citizens must develop an environmental ethic based on sound technological choices.

target audience

Approved by JDRP for students of all ability levels, grades 9-12. This program has been used in other settings in selected middle schools and, with modifications, in high school-level special education classes, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Project CREATION is a curriculum for high school teachers to use as the basis for a semester- or year-long course in environmental education. The curriculum is divided into four major categories: land use, pollution, urban management, and energy. A student studies one unit in each category during a semester, choosing units of his/her interest. The units available in each category are: land use -- urbanization and zoning, streets and roads, parks and recreation; pollution -- air, water, noise, and rural; urban management -- solid waste, waste water, and population; energy -- gasoline, electricity, nuclear power, coal, and solar.

The curriculum is intended to teach a series of objectives: those universal to all people on the planet, those particular to each of the four broad categories, and those unique to each unit. At the beginning of each unit, a student takes a pretest to assess understanding. The student completes the unit readings/activities, working individually, in a small group, or as part of the larger class. Progress is monitored on the basis of the student's objectives. Since the curriculum is designed around performance levels, students do not move forward in the unit until they demonstrate competence on objectives. When a unit is completed, students are asked to examine real environmental problems in the local community. Often, such problems exist within the school setting itself. Local problems selected for study may be simple, advanced, or open-ended, depending on student ability. A unit posttest measures student growth in terms of cognitive gains. In some districts, various media (slides, videotapes, etc.) have been used to record local problems for examination.

A common problem-solving model is used as a guide for examining local problems, weighted between sociological and purely scientific concerns. The program presents a balanced view of the needs of a technological society and the needs of the environment. Emphasis is placed on an acceptable balance within the framework of an environmental ethic. The program has been successfully adopted/adapted in over 120 high schools located in 18 states in rural, suburban, and urban settings.

evidence of effectiveness

Three standardized tests were used in a pre/posttest design with CREATION students and control groups: Morehead Environmental Awareness Test (1975-76, 1976-77, 1977-78); Test of Reasoning in Conservation (ETS, 1976-77, 1977-78); and a local instrument (1975-76, 1976-77, 1977-78). CREATION students showed significantly higher cognitive gains on all tests as compared to control groups.

implementation requirements

The curriculum can be implemented as a new course or as a modification of an existing ecology/environmental education course. A one-day workshop introduces teachers to the curriculum design and shows them how to adapt it to their own settings. Districts must pre/posttest students with the evaluation instrument designed for the course, and students must study a minimum of four units per semester. Many adopters have integrated their own classroom activities/exercises with program objectives, showing that CREATION is highly adaptable to individual districts.

financial requirements

There are 15 CREATION units, with support materials. Each unit costs $2.75. (Cost is subject to increase.) Curriculum materials remain in the classroom and can be used by many different classes each day. A classroom of 25 students doing small-group work could rotate 25 units. Schools using all 15 units should estimate costs based on $2.75 per unit. Travel expenses and per diem must be paid for staff who visit an adopter site.

services available

Awareness materials are available at cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site in August and November, 1981 (all expenses must be paid). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Barbara A. Barchi, LaSalle-Peru Township High School, 541 Chartres St., LaSalle, IL 61301. (815) 223-6506. Jean G. Hauser, 7320 Grist Mill Rd., Raleigh, NC 27615. (919) 847-8257.

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 78-180 Approved: 6/5/78

Compiled Summer 1981

PROJECT

Project ECOlogy (Environmental Career-Oriented Learning)

A project aimed at infusing ecological concepts, career information, and futures understandings into basic skills subject matter by utilizing a format that is convenient for teachers to implement.

target audience

Approved by JDRP for grade 2 students of all abilities, teachers, curriculum planners, and program managers. This program has been used in other settings with students in grades K-1 and 3-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The project's goal is to infuse ecology/science concepts, career information, and futures understandings into basic skills subject matter using an easily implemented format. Cycles, recycling, food, nutrition, pollution, and careers are all topics of the ECOlogy program. The project uses a motivating series of lessons/units/strategies/activities designed by teachers. Each unit is packaged to be used in a classroom over a four-week period, typically for one hour per day. The units are called Environmental Learning Experiences (ELEs), and many of them have supporting Project Activity Kits (PAKs). Six primary, 16 intermediate, and eight secondary units, some of which have supporting Project Activity Kits, are available.

Fifteen of the units have activities that relate specifically to the development of higher-level thinking skills -- analyzing data, identifying trends/patterns/sequences, predicting outcomes, testing outcomes, and exploring open-ended questions. Fourteen of the units have information and activities that relate specifically to career information and career understandings. These materials are coded to understanding jobs, relating basic skills to occupations, entry into the labor force, job availability, relating jobs to personal potential, educational and training opportunities, and job-securing skills. Each ELE is attractively packaged with a picture of the Project Activity Kit, background information, conceptual overview, master material list, and preunit activities and guided lessons. The contents of the unit focus on energy, water, air, solid waste, and noise. The materials are easily adapted by individual classroom teachers.

evidence of effectiveness

Analysis of test results showed a significant pupil gain at the .05 level of confidence. The instruments were developed locally to evaluate changes in cognitive knowledge as a result of project intervention and to measure the lower cognitive processes identified in Bloom's taxonomy. The JDRP report is available.

implementation requirements

Under systemwide/unit adoption, teachers review project ECOlogy units, a cost worksheet is prepared, the decision to adopt is formalized, and a one-day workshop is scheduled. Cost range: $800 to $7,[illegible], depending on the number and type of units selected. Under teacher adoption, individual teachers order and teach the unit(s) that suit their curriculum, using the pre/posttest format supplied by the project. No workshop is required. Cost range: $3 to $1,200. For a no-cost adoption, adopters select only units that have no supporting PAKs.

financial requirements

If the total program is adopted, a district purchases [illegible] ELEs, [illegible] PAKs, [illegible] evaluation packages, supplies to replenish kits, and training and follow-up by project personnel, at a maximum cost of $7,[illegible]. Cost of unit adoption starts at $3. A cost worksheet is available upon request.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

[illegible], Highline School District, 15675 Ambaum Blvd., SW, Seattle, WA 98166. (206) 433-[illegible].

Developmental Funding: USOE ESEA Title III

JDRP No. [illegible] Approved: [illegible]

Compiled Summer 1982

PROJECT

PROJECT I-C-E (Instruction-Curriculum-Environment)

A concept-based, integrated, interdisciplinary, total K-12 environmental education program.

target audience

Approved by JDRP as a K-12 integrated environmental education program for all teachers in major discipline areas, excluding foreign languages, and for most student ability levels.

description

Project I-C-E offers a total K-12 curriculum and instruction program for environmental education. Its primary goal is to lead students directly or subtly to awareness, appreciation, recognition, and action regarding the vital issues, concerns, and factors shaping environmental attitudes and values.

Twelve major environmental concept categories provide a framework for the program, as well as for each grade level and subject area. The entire program is neither scientifically nor technically oriented; it is based on the assumptions that all teachers can and should teach environmental concepts and that all disciplines (subject areas) must be used to reinforce environmental learning.

Through the use of a supplementary episode (mini-lesson) design, the learning activities may be integrated into traditional courses of study by substitution of content or activity; hence, the program does not make additional instructional demands on teachers. The lessons are referenced as to concept; they have subject-area and topic designations, suggest several alternative student-centered activities based on cognitive and affective objectives and necessary skills, and include suggested reference and instructional resources for teachers. The program emphasizes use of the urban and natural community as an extension of and reinforcement for classroom activities. No special equipment, facilities, or staffing are necessary.

Project curriculum guides and model field-activity units can be adapted and used by individual teachers, groups of teachers, schools, or a K-12 system regardless of locale or circumstances.

Since 1975, I-C-E has accumulated over 110 adoptions/adaptations in 20 states and the Virgin Islands, involving more than 5,000 teachers. A number of the adoptions include total K-12 district staff.

evidence of effectiveness

An evaluation design using project-developed criterion-referenced instruments tested for validity and reliability showed statistically significant student cognitive gains in the 12 major environmental concept categories for sample grades. Gains from pre- to posttest were as follows: grade 2, 5.28; grade 5, 5.14; grade 8, 2.95; grade 11, results were inconclusive. A complete evaluation report is available.

implementation requirements

The adoption/adaptation agreement to implement the I-C-E program requires a minimum of 20 teachers in the district to be trained, or, if less than 20, a total building staff; district/school acquisition of curriculum materials for staff training; a one-day (five-hour) period available for training; local staff commitment to teach a minimum of six of the 12 program concepts; local responsibility for monitoring implementation; evaluation feedback from teachers on lessons and activities via simple monitoring reports; and, when possible, the pre- and posttesting of students at sample grades 2, 5, 8, and 11.

financial requirements

The 39 I-C-E curriculum guides range in price from 75¢ to $3.75. The cost of these, together with other program implementation materials, averages approximately $5 per teacher.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Robert J. Warpinski, Director; Project I-C-E; Cooperative Educational Service Agency No. 9;
1927 Main St.; Green Bay, WI 54301. (414) 497-3755.

Developmental Funding: USOE ESEA Title III — JDRP No. 75-39 Approved: 5/14/75

Compiled Summer 1981

PROJECT

INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)

A secondary social studies program designed "to turn students on to active citizenship."

target audience

Approved by JDRP for students of all abilities, grades 9-12. Present materials are adaptable to grades 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

National polls and IPLE tests show that most secondary students have insufficient knowledge or skills to be inclined to assume their political and legal rights and responsibilities. IPLE was funded to design and field-test units that give secondary students knowledge, understanding, and practical experiences in political, governmental, and legal processes. Staff have trained over 600 teachers and work with educators in more than 40 states. With the increasing interest in law-focused education programs and the commitment being made by numerous states to develop effective citizen education courses for students, the IPLE model is particularly timely.

The curriculum, developed initially by the IPLE staff together with teachers and students in eight New Jersey districts, comprises an integrated mixture of innovative printed and audiovisual materials, role playing, simulation games, and practical experience through internships and contact with community leaders. Crucial to the curriculum are the voluntary services of resource people who contribute their expertise. The League of Women Voters and the Bar Association work closely with the project. The three components (focusing on political structure governmental organization and processes, and law-related concerns) are based on three curriculum guides: Voter Education; Government: the Decision Making Process; and Individual Rights. While there is a logical sequence from one component to another, each is independent and can be offered as a minicourse. Additionally, Juvenile Justice and Law and the Family are two new guides for the legal component. Hundreds of IPLE students in New Jersey and across the country not only acquire political and legal knowledge and develop organizational, leadership, and communication skills; more importantly, they successfully use their new abilities to register voters, poll the electorate, intern in local and county offices, and involve themselves constructively in community-based activities.

Instruction stresses a two-fold approach: acquisition of knowledge and skills and participation by students, first in classroom and school activities, then in the actual community, most often in local and state agencies. Field study and internships are vital aspects. No specific instructional approach is required; however, an inquiry-oriented peer-teaching approach is recommended. Approaches to Political/Legal Education: An Implementation Guide provides instructional assistance to teachers, stressing the program's key elements which are: use of various experimental classroom methods with teacher acting as facilitator of learning (e.g. simulations, role plays, mock trials/moot courts); use of community resources; community/school involvement projects; internships; peer teaching.

evidence of effectiveness

In comparison with a control group (1973-74), IPLE students showed substantial gains in both cognitive and affective areas based on pre/post responses to the Test of Political Knowledge ($p < .001$) and the Inclination to Participate Test ($p < .01$). That many students have built upon their IPLE course experiences is demonstrated by their choice of college majors and careers.

implementation requirements

An adopting/adapting district agrees to implement IPLE materials and model in a year-long course or in minicourses; to have at least one teacher participate in a training workshop; to purchase the IPLE teacher curriculum guides; and to assume travel and per diem expenses for IPLE personnel to conduct follow-up consultations strengthening the adoption/adaptation. To fully implement IPLE, attendance at a three- to five-day teacher training workshop is recommended. Experience has demonstrated that a stronger program results when administrator, teacher, and student attend together.

financial requirements

Major implementation cost is training of teachers. Depending on where workshops are conducted, how trainer expenses are paid, and under what funding auspices workshops are held, costs can be as low as cost of workshop materials, which include one set of all teaching manuals required for a quality adoption, or approximately $65. After initial start-up investment for staff training and materials, program maintenance should not require an increase in operating expenses.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training at project site is conducted August 23-27, 1981 (all expenses must be paid). Training is also available at adopter site (all expenses must be paid, including travel, per diem, and consultant fee). Implementation and follow-up services are available to adopters (all expenses must be paid, including project staff's travel and per diem and consultant fee).

contact

Katherine Wallin, Program Administrator; Institute for Political and Legal Education; Educational Improvement Center South; 207 Delsea Dr. (Rte. 47); RD #4; Box 209; Sewell, NJ 08080.
(609) 228-6000.

Developmental Funding: USOE ESEA Title III   JDRP No. 74-92   Approved: 9/18/74

Compiled Summer 1981

PROJECT

ISIS: Individualized Science Instructional System Dissemination Project

An interdisciplinary, modular science program preparing students who do not plan to major in postsecondary science to understand practical, real-world, science-related problems.

target audience

Approved by JDRP for science students of all abilities, grades 9-12. The program has been used in grades 7-8 and in health, social science, and physical education courses, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The program consists of 5.' short, independent minicourses (34 of which currently have JDRP approval). The courses cover a broad range of topics of practical significance; they are intended to help students meet the diverse needs of today's world. Since the minicourses are independent, they can be used separately or grouped to form year-long courses in life science, general science, physical science, health, and environment science. Individual minicourses cover topics related to health, physical education, ecology, and social science as well as the traditional science areas. An accompanying teacher's manual can assist teachers in using individualized, small-group, or whole-class teaching methods.

Each minicourse is based on 15-20 learner objectives that were drafted at the beginning of the six-year development period by a panel of science educators, scientists, classroom teachers, parents, and students. A minicourse is normally completed by a student in three to four weeks (15-20 class periods). For every minicourse there is a test in two forms, and several minicourses have ancillary items such as cassette tapes, instructional games, atlases, maps, and wall charts. The reading level of the minicourses averages grade 8, as verified by the Fry Readability Graph. Remedial material on basic skills is also available.

Each minicourse, its accompanying test items, and all ancillary materials were reviewed for their science content at every stage of development and testing by at least two scholars considered to be experts in the content discipline. The materials were also reviewed by a panel from the National Congress of Parents and Teachers, who judged them for bias and appropriate treatment of sensitive issues.

Trial editions and revisions of the minicourses were used by more than 250 teachers with over 25,000 students in 750+ classrooms in 10 states. The schools were in urban, suburban, and rural areas and included a spectrum of racial and socioeconomic populations.

evidence of effectiveness

Thirty-three teachers and 1,468 high school students in seven states participated in the 1977-78 study of effectiveness, using tests developed by ISIS. Compared to control groups, project students demonstrated statistically and educationally significant gains.

implementation requirements

ISIS can be implemented in a variety of ways. A single minicourse can be used by a single student or an entire class to supplement an existing program, or minicourses can be grouped to form a one- to four-year complete science program. The equipment called for in the minicourses is usually available in school science laboratories. A few minicourses can be used outside a laboratory setting. Teachers who use the management manual generally need no more than two days of training to initiate the program.

financial requirements

Costs vary, depending on the minicourses chosen and the quantities requested. Since minicourse activities are usually completed in class, multiple classes can use one set of minicourses. The per-pupil cost for full-year installation compares favorably with single-textbook-based programs. Most ISIS materials are nonconsumable, so recurring costs are minimal.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to negotiated). Training is conducted only at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Ernest Burkman, Director; ISIS Dissemination Project; ESC, Inc.; P.O. Box 3792; Tallahassee, FL 32304. (904) 366-3176.

Developmental Funding: National Science Foundation

JDRP No. 79-11 Approved: 4/17/79

Compiled Summer 1981

PROJECT PROJECT KARE (Knowledgeable Action to Restore our Environment)

An environmental studies approach based on investigating real environmental concerns in local communities using "down-and-dirty" interdisciplinary learning activities.

target audience

Approved by JDRP for students of all abilities, grades K-12.

description

Project KARE was established to develop an effective approach for strengthening environmental studies in local schools. The KARE approach uses process-education techniques that encourage students to confront real environmental problems in action-oriented interdisciplinary activities. This approach has been adopted in over 600 Local Action Programs conducted in local schools throughout the country. These schools differ significantly in size, demography, and wealth. Programs focus on a variety of environmental problems, including water pollution, community deterioration, and air contamination. Dealing with reality-based problems leads to cognitive development at awareness, transitional, and operational levels. Attitudes toward environmental issues are questioned, clarified, and frequently reformed. Multischool cooperation develops, since environmental problems ignore socio-political demarcations. The KARE approach is implemented by classroom teachers working as an interdisciplinary team. In elementary schools, teachers from two to eight classes at various grade levels cooperatively install the approach. In secondary schools, teachers of two or more disciplines are involved. The local school staff should consist of enthusiastic teachers and creative, resourceful administration willing to work with students in planning and conducting environmental studies activities. In addition, staff should be willing to leave the school building with their students, coordinate community involvement, and carry out curricular change on an incremental basis.

Project KARE has produced a series of 13 curriculum activities guides in environmental studies. KARE has also produced two 16mm color/sound films: "Environmental Studies -- The KARE Approach," and "Urban Studies: Two Ways."

The KARE approach was developed and refined in 75 schools in southeastern Pennsylvania during 1971-75. Selected sites may be visited, and a "Guide for Visitors" is available upon request.

evidence of effectiveness

The KARE approach was evaluated during development by ERANDA, Inc. A comprehensive evaluation design measured general and localized cognitive growth, mastered competencies, attitudinal growth, effective learning atmosphere, and behavioral changes. Pre/posttesting data showed student growth both in knowledge and attitude. Control groups were used. Test data are available on request.

implementation requirements

Adopters must be willing to attempt curricular change in small, discrete steps. In this process, schools initiate Local Action Programs utilizing activities from KARE Curriculum Guides. School personnel must participate in a three-day training workshop conducted by KARE staff, in which they acquire process skills, prepare plans for Local Action Programs, design evaluation procedures, and receive a set of KARE curriculum materials.

financial requirements

Since each adopter school initiates and generates a unique Local Action Program, cost varies considerably. Set of 13 KARE Curriculum Guides costs $65. Schools need not purchase guides to install a Local Action Program. Costs of the required training workshop ($300-$1,800), held at adopter sites, are shared by KARE, NDN Facilitators, and adopters. Trainees may expend an average of $100-$500 local money per school for equipment as they establish their Local Action Programs.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Project prefers to conduct training at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Matthew M. Hickey, Director; Project KARE; Montgomery County Intermediate Unit #23; Montgomery Ave. and Paper Mill Rd.; Erdenheim, PA 19118. (215) 233-6900.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-40 Approved: 5/14/75

Compiled Summer 1981

PROJECT

LAW IN A CHANGING SOCIETY (LCS)

A social studies program designed to improve the citizenship skills and attitudes of students by providing them with an operational understanding of the law, the legal process, and its institutions.

target audience

Approved by JDRP for teachers and their students in grades 5-12. This program has also been used with students in grades K-4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Curriculum materials complement subjects traditionally taught in social studies classes. A broad range of topics and concepts is addressed in the units, in which constitutional issues and the functioning of our legal system predominate. The six organizing generalizations that provide continuity throughout the entire curriculum are as follows: All people have law; law provides for order in human relationships and makes life more predictable. Diversity and conflict are ever present in society; the law and legal system provide a mechanism for balancing conflicting interests. Law evolves as a result of the changing needs and values of the people. Laws and values of a society are interrelated; values are reflected in the laws, and the laws reinforce the values. Law in a democratic society defines the legitimate powers of government and protects the rights of the individuals within the society. The vitality of our democratic system is dependent on the choices made and the responsibilities assumed by each individual.

Curriculum materials are activity-oriented, and legal content provides a natural vehicle for developing skills related to critical thinking and moral reasoning. The strategies used encourage students to respond at higher thinking levels, consider alternatives and consequences, and evaluate both their own and society's solutions to the social, political, economic, and moral issues that have been resolved through judicial questions. Attitude change is brought about by increasing students' knowledge of the legal system's strengths, teaching them ways to participate in the system, and providing opportunities for positive experiences with functionaries in the legal system. The format of the classroom materials makes them easy to use. Each unit contains a detailed teacher's lesson plan, materials for students, and a handbook describing 27 strategies to be used. These materials are supplemented by optional audiovisual materials usually found in school district libraries. An important part of the curriculum is the use of community resources. The local bar association, police department, judiciary, and other legal agencies and groups provide resource speakers and field trip opportunities essential to the program.

evidence of effectiveness

Extensive evaluations were conducted with students of teachers using the LCS methods and materials in 1972-73 and 1975-76. Tests developed by teams of independent evaluators assessed knowledge, attitudes toward law, and attitudes toward legal careers questions. Results showed that experimental students outperformed control students in both evaluations.

implementation requirements

Numerous options are available to adopting districts. A district may adopt the program at any or all level(s). Teachers implementing the materials should be introduced to the program through one of the models for inservice training, either the videotape model or the three-week seminar model. This training is meant for teachers who will implement the program, trainers who will conduct staff training in the adopting district, or a combination of the two. Each teacher will need a set of classroom units designed for his/her grade level or subject area. A social studies staff person to coordinate the implementation efforts should also be designated.

financial requirements

Cost of classroom materials, $10-$18 per set. Major costs are for teacher training. Costs will vary depending on ability of adopting district to provide time for training, number of persons trained, and training model used. If using videotape model, cost is approximately $35 per teacher plus travel costs and consultant fees for workshop consultant. Additional duplicating paper and transparencies and some supplementary audiovisuals may be required.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Gay Luckie, Director; Law in a Changing Society; 3700 Ross Ave.; Box 175; Dallas, TX 75204.
(214) 748-2284 or -9991.

Developmental Funding: USOE ESEA Titles III and IV-C, U.S. Dept. of Justice (LEAA)   JDRP No. 79-28   Approved: 7/10/79

Compiled Summer 1981

PROJECT POLLUTION CONTROL EDUCATION CENTER -- PRIORITY ONE: ENVIRONMENT

An interdisciplinary environmental education program focusing on values clarification and decision making.

target audience Approved by JDRP for grades 1-6 and junior and senior high science, health, and social studies classes.

description The Pollution Control Education Center's program, Priority One: Environment, is a 13-unit interdisciplinary environmental education program for grades 1-12. Values clarification and decision-making activities lead to high student involvement in seeking honest and practical solutions to problems of immediate concern to today's pupils. Each multimedia instructional unit contains comprehensive student and teacher materials. The elementary units cover air and water pollution, solid waste management, recycling, and conservation of ocean and land resources. Four secondary units -- The Energy Challenge, Protecting Our Water Supplies, Air Pollution and Your Health, and Open Lands and Wildlife -- are most often used in the science program. However, they have been designed to be equally effective in social studies and health presentations. Schools interested in interdepartmental cooperative teaching will find these units appropriate.

The entire Priority One: Environment program can be implemented without special staff. Regular classroom teachers receive sufficient help from comprehensive teacher materials. Inservice training is highly recommended but not mandatory.

evidence of effectiveness Criterion-referenced pre/posttests designed by project staff were closely related to the instructional objectives upon which the units were based. Evaluation data have shown significantly increased mastery of program content. On both elementary and secondary units, Priority One students scored significantly higher (at the .01 level) on posttests than the control groups. Pupils learned new concepts that became part of their out-of-school experiences.

implementation requirements Though not mandatory for successful adoption of the Priority One program, staff training is highly recommended. Districts providing inservice training found that a half-day program is successful for either the elementary or secondary program. If staff training is not desired, a thorough review of teacher/student materials should provide sufficient orientation to implement the program. The use of any one unit by one or more teachers is considered an adoption. The secondary level units are not restricted to use in science classes. The program is equally effective when presented in social science and health classes.

financial requirements Costs of elementary units range from $75 to $85. The cost of each of the four secondary units is $70. Each kit contains complete instructional materials for 30 students. Multiclass use of kits is encouraged. Kits are durable, replacement materials minimal.

services available Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Charles Murphy, Director, or Karen Fuko, Project Disseminator, Priority One: Environment; Pollution Control Education Center; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-94 Approved: 9/18/74
7/23/76

Compiled Summer 1981

PROJECT

RELIGION IN HUMAN CULTURE (RIHC)

A complete program on the major religious traditions of the world for social studies classes, grades 9-12.

target audience

Approved by JDRP for students of all abilities, grades 9-12.

description

Religion in Human Culture (RIHC) is a semester-length, elective social studies course about religion for high school students. It consists of six instructional units which may be implemented wholly or in part; these include a unit on religious expression and five separate units on the Hindu, Buddhist, Judaic, Christian, and Islamic traditions. RIHC is a program for learning about religions and does not advocate any particular tradition. It is intended to help students acquire greater awareness, understanding, and appreciation of religious diversity and the legitimacy of the various expressions and beliefs. The curriculum content is consistent with United States Supreme Court decisions that public schools shall neither teach nor practice religion but may teach about religion as it affects human history and culture. The overall objectives for the Religion in Human Culture series fall within four categories established by the National Council for the Social Studies Curriculum Guidelines.

Religion in Human Culture exposes students to religious diversity; provides a way to look at religion without making value judgements; develops attitudes of understanding and respect for the beliefs and practices of others; centers on the study of religions as part of the social studies curriculum; furnishes a total teaching package about the major religions of the world; follows an easy-to-use, lesson-by-lesson format; emphasizes inquiry strategies, a developmental process, and substantive content; and presents each tradition from the adherents' point of view.

evidence of effectiveness

In comparison with control groups, students enrolled in Religion in Human Culture showed substantial cognitive gains based on pre/posttest scores from a project-developed test collected during 1977-78 and 1978-79 in urban, suburban, and rural communities. Evaluation data are available.

implementation requirements

Acquisition of the RIHC materials and their use in a high school classroom for one semester, implementation/teacher training workshop of one to three days, depending on adopter needs, and implementation monitoring or follow-up for one year are required.

financial requirements

Complete set of materials for all six curriculum units, $320. For each unit there is a teacher guide, a student reader, filmstrips and guides, cassettes, and blackline masters. Additional student readers for each unit, approximately $2.50. Individual units may be purchased separately. Individual items from each unit may also be purchased separately. Travel and per diem for teacher training are negotiable.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Wes Bodin and Lee Smith, Co-Directors; World Religions Curriculum Development Center; St. Louis Park Schools; ISD #283; 6425 W. 33rd St.; Minneapolis, MN 55426. (612) 925-4300.

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 79-32 Approved: 7/12/79

Compiled Summer 1981

PROJECT APEC: America's Possible Energy Choices

A program of energy education, with training for secondary science and social studies teachers and materials and study units for students.

target audience Approved by JDRP for secondary science and social studies teachers and students, grades 9-12.

description The purpose of this program is to help students to become informed about the varied and controversial energy choices facing the nation, from both technical and social points of view. APEC is an interdisciplinary course designed to be taught by the regular classroom teacher over a three- to six-week period as part of the regular science or social studies curriculum. The course consists of 32 half-hour lessons that cover the following topics: demands for energy, existing energy sources, future energy sources, atomic theory and radiation, nuclear materials and energy plants, energy conservation, and nuclear safety.

A wide variety of materials is used to generate and maintain student interest. The course kit contains the following items: color transparencies, color slides, a narrated color filmstrip, audiotapes on the pros and cons of nuclear energy, teacher lectures, spirit masters of worksheets and quizzes, a bibliography of appropriate energy films, a paperback book for students on energy options, and suggestions for field trips and report and discussion topics.

Teachers complete a 10-hour training program that includes background lectures on the energy situation and specific instructions for teaching each lesson. Project staff keep informed of developments in the energy field by attending national and state energy conferences and by conducting their own library research. They review course lesson plans and materials each spring and revise them as necessary. Teachers who have completed the training program are kept informed by the project's bimonthly newsletter and also receive revised materials from the project.

Contact the project about available training and other services.

contact Frank C. Witt or Paul A. Meyers, Project Coordinators; APEC; Rockford District No. 205; 121 S. Stanley St.; Rockford, IL 61102. (815) 964-4810.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-18 Approved: 8/18/80

Compiled Summer 1981

PROJECT CURRICULUM MODIFICATION THROUGH ENVIRONMENTAL STUDIES: Environmental Studies Center

Sequential, hands-on, field-oriented study of an estuarine ecosystem as representative of the natural system and the effects of human interaction with it.

target audience Approved by JDRP for students of all abilities, grades K-8.

description This comprehensive, teacher-written program for grades K-8 provides progressive investigation of an estuarine ecosystem. Multidisciplinary in approach, it centers on a core of 37 learner-based objectives. Each objective is addressed by one or more instructional units and reinforced by a specific field activity. Each objective is also addressed on identical pre/posttests.

Immediately prior to the once-a-year field trip, the preparatory curriculum materials are used in one to four weeks of classroom preparation (one period per day). These materials include Learning Activity Packages, activities booklets, puzzles, games, and slide-tape programs. Class and teacher then visit the Center for a period of time that varies with grade level (ranging from two hours for kindergarten to two days for grades 5-8). While at the Center and on ensuing field trips to the estuary and ocean beach, each student participates in an active program of investigation, data collection, and/or problem interpretation and solution.

The programs themselves address basic-skills development, organism identification, and environmental concerns. The metric system is used extensively. Vocabulary units are a part of each grade activity. Pre- and posttests measure cognitive gains by objective. All materials and instruments were developed and refined over a three-year period and subjected to extensive data analysis.

Contact the project about available training and other services.

contact Project Director; Environmental Studies Center; 2900 N.E. Indian River Dr.; Jensen Beach, FL 33457. (305) 334-1262.

Developmental Funding: USOE ESEA Title III JDRP No. 75-78 Approved: 12/18/75

Compiled Summer 1981

PROJECT DUVAL CONSUMER EDUCATION CURRICULUM

Sixteen units on consumer education for grades K-12.

target audience Approved by JDRP for grades K-12.

description Developed to satisfy a state mandate for consumer education, this program is based on the project's own Concepts for Consumer Education. The purpose of the program is to help students become competent consumers, as determined by a multiple-choice test. The 16 units are intended to be used along with the regular curriculum in math, science, social studies, and language arts. Each unit comprises a rationale, objectives, pre/posttests, activities for students, instructions for the teacher, and a variety of materials, ranging from handouts to games and filmstrips. The units are intended for 10-18 periods of instruction of 20-30 minutes each at the elementary level, of 45-50 minutes at the secondary level. The topics at each level are: K-1, Goods and Services; grade 1, Counting Money; grades 2-3, Solving Consumer Problems and Supply and Demand; grade 4, Savings; grade 5, Taxation and Government Services; grade 6, You're the Boss and Shopping Skills; junior high, Economic Principles and Geographic Interrelationships; grades 8-9, Business and Production, secondary, Pollution: An Economic Issue; grade 9, Energy: Economic and Environmental Effects and Use of Credit; senior high, Consumer Protection, Money Management, and Economics and the News.

Contact the project about available training and other services.

contact Karyl K. Boynton, Coordinator; Duval Consumer Education Curriculum; University of North Florida; P.O. Box 17074; 4567 St. John's Bluff Rd.; Jacksonville, FL 32216. (904) 646-2770.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-44 Approved: 4/15/81

Compiled Summer 1981

PROJECT FACING HISTORY AND OURSELVES: Holocaust and Human Behavior

An eight- to ten-week unit using the history of 20th century genocide to teach the meaning of human dignity, morality, law, citizenship, and behavior.

target audience Approved by JDRP for students in grades 8 and 9. The unit been used in other settings with grades 10, 11, and 12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The content and methods of this interdisciplinary curriculum are aimed at helping eighth- and ninth-grade students to explore the implications of history for their own behavior, thinking, and understanding. The approach promotes conflict and complicates students' simple answers to complex questions. The unit fosters affective learning by providing opportunities for psychological insight, empathy, and moral commitment. Central themes of the course--power, authority, obedience, resistance, stereotyping, prejudice, and peer pressure--have particular importance for early adolescents. Designed to engage adolescents' feelings, reasoning, and judgment simultaneously, the course uses readings, written eye-witness accounts, and classroom speakers (when available, videotapes when not) to encourage students to see history as a record of complex events that cannot be explained by simple causes. The unit helps students to develop and use more complex thinking. It asks them to coordinate the perspectives of victim, scapegoater, reluctant victimizer, leader, resistor, and bystander. Students debate interpretations as they try to make sense of the disturbing and discrepant events that they witness. They are helped to go beyond particular events to abstract the universal messages. The constant use of such key terms as society, individual, obedience, authority, and responsibility, whose meanings develop as the course progresses, helps to bring out universal human issues. Sensationalism is avoided. Students are carefully prepared to make sense of frightening, shocking, and moving material. Teachers work to establish a supportive, risk-free classroom atmosphere in which students can feel free to speak their minds. The project's resource center makes bibliographies, texts, films, videotapes, an art curriculum, and curriculum development advice available to adopters.

Contact the project about available training and other services.

contact Margot Stern Strom, Project Director, or William Parsons or Roberta Snow, Project Associates; Brookline Public Schools, 25 Kennard Rd.; Brookline, MA 02146. (617) 734-1111, ext. 335.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-33 Approved: 12/5/80

Compiled Summer 1981

PROJECT FOUNDATIONAL APPROACHES IN SCIENCE TEACHING

A course in the concepts and methods of the physical, biological, and earth sciences and their relation to the environment.

target audience Approved by JDRP for students in grade 7. This program has also been used with students in grades 6 and 8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description This curriculum gives students a sense of the operations of the modern scientific community by involving them in typical activities and processes of inquiry and research. Students study three strands concurrently: physical science, ecology, and relational study. The physical science strand introduces such concepts as mass, volume, density, physical and chemical properties of matter, pressure, heat, temperature, vacuum, and energy; the ecology strand such concepts as ecology, plant and animal growth, weather and climate, field mapping, and population sampling; the relational study strand such concepts as resource management, technology, environmental use, food production, energy use, and conservation. Student and teacher materials promote the goal of developing scientific literacy among students. Text materials are at appropriate reading level. The Student Text contains problem statements, suggestions to guide investigations, and summary questions focused on generalizations to be drawn from the investigations. The Student Record Book enables students to maintain a concise log of individual and class activities. A classroom library of Reference Booklets, which describe use of instruments, suggest experimental designs, outline experimental techniques, and provide necessary supplemental readings, help students to practice the skill of using outside references to supplement information available from the text. The Teacher's Guide presents the logic connecting topics and sequences. Keyed to the investigations in the Student Text, the guide includes teaching suggestions, advice on classroom procedures, and detailed discussion of the conceptual and practical development of the Student Text. Other materials for teachers include an Instructional Guide, an Evaluation Guide, and monographs on program philosophy and instructional strategies.

Contact the project about available training and other services.

contact Donald B. Young, Associate Director, Curriculum Research Development Group, University of Hawaii, 1776 University Avenue, Room UHS2-202, Honolulu, HI 96822. (808) 948-7863.

Developmental Funding: University of Hawaii

JDRP No. 80-2 Approved: 12/9/80

Compiled Summer 1981

PROJECT LAW EDUCATION GOALS AND LEARNINGS (LEGAL)

A comprehensive law-related curriculum program designed to promote student understanding of the criminal justice system and of the civil justice system (particularly as it relates to consumers).

target audience Approved by JDRP for secondary-level students, grades 7-12.

description Using the LEGAL curriculum program, students have the opportunity to become more knowledgeable about the legal system and to apply their knowledge in problem-solving situations. The program enables students to develop decision-making strategies while utilizing behaviors compatible with the legal codes of contemporary society. The LEGAL program includes components for student instruction and teacher inservice training. Project materials provide guidelines for community research and support for a wide range of classroom instructional activities. For grades 7-9 (the LEGAL Jr. program), the curriculum materials consist of two detailed instructional guides (Criminal Justice and Consumer Law); a workbook (in student and teacher editions) containing 10 field experiences and 10 alternative classroom activities (with five sound filmstrips); teacher implementation and resource guides; program assessment instruments; and a support manual for managers (with administrative guidelines) to aid in program implementation. For grades 10-12 (the LEGAL Sr. program), the curriculum materials consist of two detailed instructional guides (American Justice System and Community Law); a workbook (in student and teacher editions) containing four law resource units; a workbook for students that contains guidelines for the community law research project (with three sound filmstrips); teacher implementation and resource guides; program assessment instruments; and a support manual for managers (with administrative guidelines).

LEGAL inservice training for teachers provides a means through which appropriate instructional strategies can be developed, community resources can be identified, and program implementation procedures can be facilitated.

Contact the project about available training and other services.

contact Elaine Liftin, Director, LEGAL, Dade County Public Schools, 1410 N.E. Second Ave. (Room 300), Miami, FL 33132. (305) 350-3292.

Developmental Funding: USOE ESEA TITLE IV-C

JDRP No. 80-19 Approved: 8/18/80

Compiled Summer 1981

PROJECT

Unit: Women in World Area Studies

Four two- to four-week units for high school students on the roles, status, and symbolic representations of women in world culture.

target audience

Approved by JDRP for students in grade 11.

description

This project has developed four units about the roles, status, and symbolic representations of women in Russia, the Middle East, India, and China. Each unit can be taught within a two- to four-week period, and two units can be taught in one semester. Content is organized by a conceptual framework that associates women's roles, status, and symbolic representations with six cultural universals: economics, politics, religion, social organization, esthetics, and education. The units link women's status in a society to economic and political factors, roles to social and educational factors, and symbolic representations to esthetic forms and religion. Each unit is a self-contained instructional package consisting of a student book, a teacher guide, a sound-filmstrip and guide, student worksheets, an annotated bibliography, and criterion-referenced instruments for measuring students' general and specific learning outcomes. Student books, which range in length from 90 to 200 pages, relate the concept of cultural diversity to women's roles and status. Each book contains readings, case studies, graphic information, primary source materials, and a bibliography to promote individual student research. Each teacher guide contains an introductory essay on women in the particular culture, teaching objectives, suggested teaching methods and activities, and an overview of the unit. Project-developed instructional materials accommodate a variety of teaching styles. Content is new, but methods and activities are those with which teachers are familiar. For each unit, a sound-filmstrip summarizes major themes. The accompanying sound-filmstrip guide includes the script and student worksheets for use after viewing. The project has also developed masters for overhead projection. Student worksheets, which may be reproduced as needed, present exercises referenced to the student book and the teacher guide.

Contact the project about available training and other services.

contact

Marjorie Bingham or Susan Gross, Codirectors; Women in World Area Studies; St. Louis Park Schools; 6425 W. 33rd St.; St. Louis Park, MN 55426. (612) 925-4300, ext. 160.

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 80-40 Approved: 12/22/80

Compiled Summer 1981

SECTION 7

ORGANIZATIONAL ARRANGEMENTS/ADMINISTRATION*

NON-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

U-SAIL: Utah System Approach to Individualized Learning - Utah........ 7-3
An effective, economical, and exportable system for individualization and improvement of instruction.

OTHER JDRP-APPROVED PROJECTS

ACE: Administrative Cooperative in Education - Nebraska........ 7-4
A multidistrict cooperative program providing services to Title I teachers, students, and parents.

ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL) - Arizona........ 7-4
Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

CASHFLOW FORECASTING SYSTEM - Kentucky........ 7-5
A computerized method of forecasting cashflow for use in making investment and loan decisions.

COMPUTER-BASED PLANNING RESOURCES: Project Simu-School - Texas........ 7-5
A program using computer-based resources for improved educational planning and decision making.

COMPUTERIZED PUPIL ATTENDANCE ACCOUNTING/CENSUS SYSTEM - Kentucky........ 7-6
A computerized system for tabulating and processing state-mandated census and pupil attendance figures and reports.

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A team-teaching approach with a coordinated-scheduling and student-grouping procedure.

MEDICAL INSURANCE: A Procedure for Instituting a Cost-Effective Program - New Jersey........ 7-7
A systematic monitoring procedure for reducing the cost of employee medical insurance.

PUPIL TRANSPORTATION: A Procedure for Cooperative Purchase of Special Education Services - New Jersey........ 7-8
A procedure to reduce the cost of transporting special education students through use of cooperative bidding and transportation by special school districts.

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*See Sectional Cross-Reference Index, p. 14-15, and ERIC Descriptor Index, p. 14-16, for related programs.

PROJECT

U-SAIL: Utah System Approach to Individualized Learning

An effective, economical, and exportable system for individualization and improvement of instruction.

target audience Approved by JDRP for administrators, teachers, and students of all abilities in grades 1-9. This program has been used in other settings with grades K and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description When the U-SAIL System is installed, both achievement and attitude gains can be made in regular classrooms by regular classroom teachers. Originally developed through the efforts of an educational consortium of seven Utah districts, the system is applicable at each level of educational management. It includes two components: a planning model for decision making and a procedural model defining steps to follow to ensure successful program installation.

The most appropriate task is prescribed for each learner, given the resources available. Prescription is based on the unique intellectual, social, environmental, and physical needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, giving students feedback, and retrieval or record keeping are basic to program installation. Each part of the system is always operational and influences the behavior of teachers and learners as they manage, teach, and learn.

The system is supported by inservice training in program implementation for administrators and teachers and by curriculum materials designed to assist the teaching of concepts in reading and mathematics (K-8). Training is practical and personalized, with emphasis on better ways to teach basic skills.

Implementation is possible in a variety of settings with local educator implementors. The U-SAIL program gives teachers and administrators in any physical environment or organizational framework the tools necessary for systematic improvement. The program builds skill in program planning, organization, classroom management, precision teaching, and student responsibility.

Support materials are available in mathematics and reading.

evidence of effectiveness Testing with the SRA Achievement Test in October 1971 and 1973 for the first setting and in October 1972 and 1974 for the second setting indicate that U-SAIL students gained 3.5 grade equivalents in reading over the two-year period as compared with 2.4 grade equivalents for controls (difference in mean gain significant beyond the .01 level). In mathematics, the same pilot group showed a significance in mean gain difference beyond the .01 level. Testing in 1979-80 at new sites and longitudinal testing at initial sites shows program students making statistically and educationally significant gains.

implementation requirements Program may be implemented in a single primary, intermediate, or middle-school unit, or in total school or district configurations. Three to five days are required for staff training, with follow-up inservice as needed. Administrator or implementer instruction usually precedes teacher inservice. It is recommended that only one content area be installed per year. Second- and third-year involvement provide stabilized change in practice and allow for integration of additional content areas into the system. No special facilities are required. Adopter costs include stipends paid teachers for involvement and costs of materials.

financial requirements Cost of materials varies with extent of implementation. Start-up costs average $4 per pupil. Maintenance costs can be absorbed within a regular district budget. Costs of staff training vary and are negotiable. Teachers of teachers are trained and follow-up assistance is given. Development of local leadership is emphasized.

services available Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at the project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact Carma M. Hales, Director, U-SAIL Project, 2971 Evergreen Ave., P.O. Box 9327, Salt Lake City, UT 84109. (801) 486-5891.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-85 Approved: 10/8/74
5/13/80

Compiled Summer 1980

PROJECT ACE: Administrative Cooperative in Education

A multidistrict cooperative program providing services to Title I teachers, students, and parents.

target audience Approved by JDRP for administrators, teachers, intermediate service agencies, and students involved in ESEA Title I projects.

description The primary goal of ACE is to provide quality Title I services to rather sparsely populated rural districts, which are often too small to furnish all the necessary features of a successful mastery learning program.

Project ACE has four key elements: an administrative model, teacher inservice and evaluation, a materials resource center, and parent involvement.

The cooperative makes a cost-effective instructional materials support center a reality. Selected commercial materials for checkout and ACE-produced teacher-made materials, accompanied by inservice on the efficient use of both, are a critical dimension. A well-defined staff development plan evolving from identified needs based on developmental teacher evaluation, instructional strategy fidelity, and program objectives, guidelines, and regulations is a second critical component.

Parental participation in their child's instructional program is a priority. A variety of both school-year and summer programs has been developed and instituted successfully through the combined efforts of the teachers across the districts.

Contact the project about available training and other services.

contact Norman Russell, Project Director, ESU #7 Title I Cooperative, P.O. Box [illegible], Columbus, NE 68601. (402) [illegible].

Developmental Funding: USOE ESEA Title I JDRP No. [illegible] Approved: [illegible]

Compiled Summer [illegible]

PROJECT ARIZONA CONSORTIUM FOR INDIVIDUALIZED LEARNING (ACIL)

Inservice training and materials to help administrators and teachers meet the individual needs of children through use of effective classroom-management techniques.

target audience Approved by JDRP for training teachers grades 1-6 in effective classroom management techniques. This program has been used in other settings with grades K and 7-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description ACIL's inservice program is oriented toward systematic implementation of a humane, individualized environment emphasizing student development of a more positive self-image and concept mastery in the basic skill areas (reading, writing, and arithmetic). Diagnostic/prescriptive curriculum-support materials, recommended in this program and developed by the Utah System Approach to Individualized Learning (U-SAIL) project, help teachers establish an instructional management plan that more nearly meets individual learner needs. Basic components include humane environment, functional use of space and time, learning centers, flexible grouping, diagnosis/prescription, teaching the concept, daily skill, continuity, conferencing materials, commitment sheets, learning principles, and teaching strategies. These components are installed through an integrated and systematic inservice training program. The teacher inservice training uses a practical hands-on approach supplemented by parallel principal inservice training that heavily emphasizes development and use of instructional leadership skills. In separate sessions, key district staff members learn how to become an inservice cadre for future implementation and continuation. ACIL has been effectively implemented in schools representing the four major population areas in Arizona -- urban, inner-city, suburban, and rural communities -- with diverse socioeconomic, ethnic, and cultural student characteristics. The ACIL process is used in many schools where individual ethnic groups of Spanish surname, Native American, Black, or Anglo students constitute more than 50 percent of the school population. No changes in facilities or staffing are necessary for implementation. All certified instructional staff of a school should participate in [illegible] inservice training, but effective adoptions may also take place with partial staff involvement. Administrative support is essential.

Contact the project about available training and other services.

contact L. Leon Webb, Director, ACIL, [illegible] S. First St., Mesa, AZ [illegible]. (602) [illegible].

Developmental Funding: USOE ESEA Title III JDRP No. [illegible] Approved: [illegible]

Compiled Summer [illegible]

PROJECT CASHFLOW FORECASTING SYSTEM

A computerized method of forecasting cashflow for use in making investment and loan decisions.

target audience Approved by JDRP for school administrators and accountants who make investment or loan decisions.

description This system was installed to assist in the making of investment and loan decisions and, specifically, to produce at least an eight percent increase in general fund interest earnings for the Jefferson County School District. The system provides the ability to enter forecasted and actual data for four different funds and then to project the cash balance for each day of a fiscal year. The data are revised to reflect actual transactions, and the projected cashflow balance is automatically recalculated for each day remaining in the fiscal year.

Since it was put into operation in April 1979, the system has proved to be far more effective than the informal, manual system it replaced. Financial management can now be based on the most complete and up-to-date information possible, with the data available almost instantly.

A computer terminal and a computer system that supports terminal operations and provides disk availability are used. The programming language is BASIC because this is the language normally used to teach computer programming to students. The Jefferson County School District already had a BASIC instructional program, so the necessary hardware and software were available for the Cashflow Forecasting System at no additional cost. The system provides the ability to process four separate funds. The types of financial data processed include loans and investments, payroll deductions, bond payments, and four optional revenue and three optional expense categories.

Contact the project about available training and other services.

contact Charles W. Grissett, Treasurer; Jefferson County Board of Education; 3332 Newburg Rd.; Louisville, KY 40218. (502) 456-3351.

Developmental Funding: Local **JDRP No.** 80-13 **Approved:** 8/18/80

Compiled Summer 1981

PROJECT COMPUTER-BASED PLANNING RESOURCES: Project Simu-School

A program using computer-based resources for improved educational planning and decision making.

target audience Approved by JDRP for school administrators, regional education agency directors, colleges of education, and educational computing consortia wishing to supply computerized planning assistance to schools.

description The purpose of this program is to provide a quantitative basis for certain administrative planning and decision-making functions. With the tax base decreasing in some areas, millage elections sometimes in jeopardy, and demands for more conservative budgetary policy, school administrators must use appropriate tools to help project available resources, communicate the projections, and enlist public support for the programs and budgets recommended. Future staff size must be balanced against projected enrollment, anticipated revenues compared with projected expenditures, and student-school assignment plans made on the basis of available facilities and probable enrollment. For such planning, this program provides computer-driven models of specific aspects of school system operations that can assist local officials to determine policies, set priorities, and fund programs. The models facilitate planning by organizing and managing data, applying uniform, tested formulas to establish relationships in the data, and providing options for determining the long-range impact of decisions under consideration. The Enrollment and Facilities Projection Program allows administrators to test various assumptions about enrollment trends and to simulate increased or decreased space at a school. The Faculty Projection Program determines the size and cost of the teaching staff. The Financial Projection Program produces a school district budget incorporating tax base, revenue, and expenditure projections. These programs are being adapted for micro-computer and extended for use in student data base, attendance, and library systems. This program is relevant for budgeting, finance, planning, data bases, projections, and simulations.

Contact the project about available training and other services.

contact M. William Dunklau, Director; Project Simu-School; 8160 San Cristobal; Dallas, TX 75218. (214) 327-6913.

Developmental Funding: USOE ESEA Title III **JDRP No.** 74-77 **Approved:** 6/6/74

Compiled Summer 1981

PROJECT COMPUTERIZED PUPIL ATTENDANCE ACCOUNTING/CENSUS SYSTEM

A computerized system for tabulating and processing state-mandated census and pupil attendance figures and reports.

target audience Approved by JDRP for local education agencies and consortia of local education agencies.

description This system was set up with the objective of reducing by 40 percent the time required to compile and maintain pupil accounting and census information and to prepare the monthly and annual reports that are state mandated in Kentucky and that are the basis for determining each school district's funding. By shifting from a system maintained by hand to a computerized system, the 38 school districts that are members of the Eastern Kentucky Educational Development Corporation have found it possible to make more efficient use of district personnel. The system is set up to allow for yearly initial input of student information, ten monthly cycles of collecting and reporting attendance data, annual reporting of attendance and other statistical data, and periodic and annual reports of census data for state and local use. The system is designed to produce these reports: teacher's record of daily attendance, teacher's monthly attendance report, principal's monthly attendance report, principal's annual attendance report, superintendent's annual statistical report, attendance growth factor report for first two months, annual census report, district census report, and other management reports needed by school district administrators.

Contact the project about available training and other services.

contact Harry P. Brown; Eastern Kentucky Educational Development Corporation; P.O. Box 1269; 925 Winchester Ave.; Ashland, KY 41101. (606) 324-5161.

Developmental Funding: USOE ESEA Title IV-C and Local Funds **JDRP No.** 81-1 **Approved:** 5/18/81

Compiled Summer 1981

PROJECT DEMONSTRATION EVALUATION CENTER (CAM)

Management by objectives applied to classroom instruction.

target audience Approved by JDRP for all teachers, parents, and students, grades 2-3 and 5-12. It has been used in other settings with grade 4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The Evaluation Center has developed and operates a microcomputer-based (Apple II system) instructional management system that provides relevant data to teachers and students after each test taken on course objectives. The Evaluation Center, which produces the tests to each teacher's specifications, also processes the results, feeds them to a nearby computer, and returns present and cumulative information about the progress of each student and of the entire class as a group. Also available for inclusion in the printout are data on class performance on each objective and a test form evaluation. The time needed to get this information back to a classroom that has been CAM-tested is generally 24 hours.

Teachers using the CAM system of monitoring student achievement first commit themselves to basing their instruction on course objectives developed by curriculum groups and teaching teams in the district. They also test the course objectives on a regular basis, every two to three weeks. The objectives are tested by teacher-developed test items, generally five to ten for each objective. Most teachers request tests that are pretest, posttest, and retention test in one. The system is used in classrooms that are group-paced, individualized, multigraded, etc. Approximately 300 classrooms (1-12) are using the system in subject areas including math, science, social studies, English, and reading. The Evaluation Center has developed techniques to assist teaching teams in identifying instructional strengths and weaknesses.

Contact the project about available training and other services.

contact Donald B. Sension, Director, or Susan Guenther, Coordinator; CAM Evaluation Center; Hopkins Public Schools; 1001 State Highway 7; Hopkins, MN 55343. (612) 933-9230.

Developmental Funding: USOE ESEA Title III **JDRP No.** 75-14 **Approved:** 5/6/75

Compiled Summer 1981

PROJECT LEM: Learning Experience Module (Educational Management Design)

A team-teaching approach with a coordinated-scheduling and student-grouping procedure.

target audience Approved by JDRP for students in grades 2-5. This program has been used in grades 6-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Project LEM is an educational plan originally designed for open-space schools. It provides methods for organizing facilities, staff, and students into a coordinated plan that develops positive community-school interaction, increases parent involvement, improves staff skills in instructional techniques, and raises students' mathematical achievement scores.

The LEM design removes classroom walls to create large open spaces that provide for a variety of instructional modes. Each Learning Experience Module spans two grade levels. Team teaching and differentiated staffing allow teachers to specialize in subject-matter areas, as well as to prepare and/or teach lessons in other areas. Cross-age teaching is organized around skill topics. Students rotate from group to group. Flexible scheduling allows teachers to work closely with small groups of students on a variety of topics and also to develop and teach one subject in depth. Students with common skills needs are grouped homogeneously for reading, language arts, and mathematics. They are heterogeneously grouped for social studies, science, art, music, and physical education. Teacher-student ratio is one teacher per 25 students, and one aide per LEM unit. A diversified instructional program is used, comprised of individualized approaches that vary according to the learning objectives and instructional methods selected by teacher or students. A diagnostic teaching methodology is used.

Contact the project about available training and other services.

contact Eleanor Russo, Director of Instructional Programs; Hackensack Public Schools; 355 State St.; Hackensack, NJ 07601. (201) 488-4100, ext. 224.

Developmental Funding: USOE ESEA Title III JDRP No. 40 Approved: 4/9/73

Compiled Summer 1981

PROJECT MEDICAL INSURANCE: A Procedure for Instituting a Cost-Effective Program

A systematic monitoring procedure for reducing the cost of employee medical insurance.

target audience Approved by JDRP for school administrators and insurers.

description This program was developed by the Cost Analysis Center of New Brunswick, New Jersey to reduce the annual costs of employee medical insurance for school districts. Research has shown that employees generally fail to keep the district informed of changes in their personal lives that might affect insurance coverage and that this failure often results in overpayment to insurance carriers. (For example, paying premiums on dependent children who have reached an age at which they are no longer covered by the carrier's contract wastes money and is of no benefit to the employee because claims made on behalf of ineligible persons will not be honored.) As a remedy, the program offers a simple system to identify and reconcile discrepancies between the amount of medical insurance that is appropriate for each employee and the amount the employee actually has. The main elements are as follows: an initial survey of district employees to obtain current information regarding age, marital status, and ages of dependents for each; determination of appropriate coverage for each employee based on current employee data, insurance carrier guidelines, and district policy; a comparison between appropriate coverage and actual coverage for each employee; reconciliation of differences between appropriate and actual coverage by consulting with each affected employee and, with the employee's consent, notifying the insurance carrier of necessary adjustments; and routine continuation of the procedure during each reenrollment period. In addition to saving money, the practice is a means of protecting the employee and the district. When an employee is found to be underinsured, the employee benefits from having coverage adjusted, and the district avoids possible liability.

Contact the project about available training and other services.

contact John E. Carey, Director; Medical Insurance; Middlesex County Educational Services Commission; North Randolphville Rd.; Piscataway, NJ 08854. (201) 752-3321.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-14 Approved: 9/3/80

Compiled Summer 1981

PROJECT PUPIL TRANSPORTATION: A Procedure for Cooperative Purchase of Special Education Services

A procedure to reduce the cost of transporting special education students through use of cooperative bidding and transportation by several school districts.

target audience

Approved by JDRP for school administrators.

description

This program is one of several sponsored by the Cost Analysis Center, a project of the Middlesex Borough Board of Education in cooperation with the Middlesex County Office of the New Jersey State Department of Education. The program was instituted to reduce the cost of transporting special education students through use of a cooperative bidding and transportation procedure, which consists mainly of the following steps: formation of a consortium of school districts that transport special education students to common sites and appointment of a regional transporation coordinator; collection of information from the districts by the coordinator regarding the characteristics of the children to be transported, special equipment and treatment required, routes and schedules, and possible transportation vendors; analysis of transportation costs anticipated for the cooperative system as compared to costs incurred by the districts when separate systems are used; decision by each member district to participate or not, based on results of the above analysis; letting of bids and awarding of contracts; and supervision of joint special education transportation by the regional transportation coordinator.

The districts work in concert to direct the activities of the coordinator. Specifically, the coordinator is responsible for creating routes, supervising transportation clerks, and overseeing the bidding procedure, as well as general management.

Contact the project about available training and other services.

contact John E. Carey, Director; Pupil Transportation; Middlesex County Educational Services Commission; North Randolphville Rd.; Piscataway, NJ 08854. (201) 752-3321.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-15 Approved: 9/3/80

Compiled Summer 1981

SECTION 8

PRESERVICE/INSERVICE TRAINING*

NDN-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps - California.............................. 8-3
A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.

ECOS TRAINING INSTITUTE (ETI) - New York.. 8-4
A program offering workshops designed to assist diverse local school districts with infusing career education, life-role skills, basics, environmental education, and other components into their curricula.

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI) - Utah.. 8-5
An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

LEARNCYCLE: Responsive Teaching - New Jersey... 8-6
An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students.

POSITIVE ATTITUDE TOWARD LEARNING (PATL) - Illinois... 8-7
A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.

OTHER JDRP-APPROVED PROJECTS

INSERVICE TRAINING IN THE TEACHING RESEARCH DATA BASED CLASSROOM FOR SEVERELY HANDICAPPED SCHOOL-AGE CHILDREN - Oregon.. 8-8
A data-based classroom for individualized instruction of students 8-18 with multiple handicaps, cerebral palsy, and/or autism, and an inservice training program for teachers and aides.

INTENSIVE READING IMPROVEMENT PROGRAM (IRIP) - Illinois.. 8-8
A program for staff development of elementary school teachers intended to upgrade reading teaching skills.

PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN - Iowa.. 8-9
A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

the PROCESS OF TEACHING BASIC READING SKILLS IN SECONDARY SCHOOLS - California............................. 8-9
A program providing inservice workshops to help secondary teachers manage class time and student behavior in basic reading classes.

PROJECT MANAGEMENT BASIC PRINCIPLES AND TECHNIQUES - New Jersey... 8-10
A skill-building training program designed to increase skills and knowledge across four phases of project management: planning, preparation, operational control, and termination.

SIGMA: System for Individually Guiding Mastery Attainment - California.. 8-10
A program guiding preservice teachers in their mastery of specified sets of teaching skills sequenced to form a developmental pattern.

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*See Sectional Cross-Reference Index, p. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

PROJECT

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps

A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers.

target audience

Approved by JDRP for consortia of universities, state or county offices of education, and school districts wanting to implement bilingual, cross-cultural teacher-training practicums.

description

The California Mini-Corps is an education management system that recruits the offspring of migratory farmworkers, helps them to enroll in college, trains them to provide direct instruction services to active migrant pupils, and ultimately increases the pool of professional educators who are specially trained, experienced, and committed to working with migrant children. From a modest beginning in 1967 when 14 Mini-Corps students worked as teacher assistants in two school districts, the program now fields about 330 Mini-Corps students per year in summer and school-year placements in 84 school districts in California.

Candidates for the program are recruited from the ranks of graduating high school seniors and college students who are former migrants.

Training sessions for the Mini-Corps are held in summer immediately following the end of the spring semester or quarter. At these institutes, Mini-Corps teacher assistants are trained in tutorial skills for the areas of cultural awareness, math, English as a second language, reading, classroom management, physical education, swimming, and language arts.

The program maintains permanent records on all of its students, including personal profiles, past performance ratings, inventories of skills, language proficiency scores (English and Spanish), college courses and grades, and work experience. Thus, it is possible to match the background of the student with the needs of the school district to which he or she is assigned. All Mini-Corps students are placed under the direct supervision of a "master teacher" who is provided with a complete student profile and manual describing appropriate use of the student in the classroom.

Since 1967, Mini-Corps has developed a coordinated set of administrative handbooks, recruitment aids, curriculum guides, student training materials, and evaluation instruments.

evidence of effectiveness

It has been demonstrated that Mini-Corps teacher assistant programs result in direct instructional family and support services for active migrant children, effective recruitment of college students from poverty backgrounds into teacher-training programs, and high incidence of placement in teaching jobs for Mini-Corps graduates (73%, versus 51% for graduates of California university teacher-training programs).

implementation requirements

Adoption of Mini-Corps concept requires a consortium of universities or colleges offering teacher training in bilingual education with elementary and secondary emphasis; a state, county, or regional education agency willing to manage the program; and one or more local school districts willing to supervise Mini-Corps teacher assistants for tutorial and small-group activities with migrant or other bilingual children. Consortium must organize a program of technical assistance and preservice under auspices of Mini-Corps, recruit and train teacher assistants and supervisors, and assign teacher assistants to migrant and/or bilingual children.

financial requirements

Program could be supported through Migrant Education, other Title I funding, or other public or private foundations. Estimates for 1978 were $3,450 for technical assistance package and $62,580 for a program of full-time supervision and 20 teacher assistants serving 400 full-time equivalent pupils. Cost per learner, $83.44 for 10-month school year. Cost for summer school program approximately 60% less.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

contact

Herbert C. White, Director of California Mini-Corps, or Joseph P. Rice, Director of NDN Developer/Demonstrator Project; 2100 21st St.; Sacramento, CA 95818. (916) 739-1504.

Developmental Funding: USOE Title I (Migrant) JDRP No. 78-196 Approved: 11/17/78

Compiled Summer 1981

PROJECT ECOS TRAINING INSTITUTE (ETI)

A program offering workshops designed to assist diverse local school districts with infusing career education, life-role skills, basics, environmental education, and other components into their curricula.

target audience Approved by JDRP for teams of K-12 teachers and administrators and community representatives invited by the team.

description The ECOS Training Institute offers a three-day workshop in a process of curriculum design. Participating teams should have three to eight members, with more than one person from a school building; a maximum of 35 participants can be accommodated. The ETI process has proven effective on a national level in assisting diverse local school districts to achieve their educational goals (e.g., environmental education, career education).

The process has four interrelated elements: curriculum infusion, stewardship, community/school interaction, and teamwork.

Curriculum infusion is basic to the program. Through a step-by-step procedure, teachers examine their courses and incorporate priority concepts, knowledge, skills, attitudes, and activities of career education, environmental education, basics, life-role skills, etc., into appropriate segments of their courses. If needed, they can create new courses.

Stewardship is the students' active participation in the management of problems, i.e., a decision-making process. Suggested stewardship activities are demonstrated at the workshop. These and additional activities will be built into the new, infused curriculum.

Community/school interaction is the joint cooperation of schools and community in mutually beneficial educational efforts. Teachers are encouraged to call upon a wide range of resources when implementing their curricula, and community interaction provides a ready source of people and materials.

Teamwork is a cooperative effort on the part of the administration, students, teachers, and community members to coordinate and manage the change process in a school district.

evidence of effectiveness Six aspects of the program were evaluated between 1971-74: materials, student achievement, student attitude, student behavior, teacher behavior, and administrative behavior. Evaluation data submitted to JDRP in May 1974 show that participation in ETI produced a significant increase in ecological awareness at the .001 level and an improvement in SRA subtest performance.

implementation requirements Attendance at a three-day workshop is essential to understanding the ECOS process, developing a curriculum, and implementing the program. Before training, the superintendent must complete a district profile and sign a letter of agreement stating that workshop participants will have planning time to meet as a group, if they wish, for a period of nine months after the workshop and that workshop participants will present an awareness program to colleagues, board of education, and community members. Space found in and around most schools is satisfactory. No equipment need be purchased unless a school elects to become involved with environmental monitoring.

financial requirements No charge for training or materials. Costs to district for training, travel, room and board (may be available through IV-C funding and negotiable).

services available Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Frank Thomps[illegible] Director, ECOS Training Institute; P.O. Box 369; Yorktown Heights, NY 10598. (914) 245-69[illegible]

Developmental Funding: USOE ESEA Title III JDRP No. 74-59 Approved: 5/14-15/74

Compiled Summer 1981

PROJECT EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

target audience Approved by JDRP for teachers of students of all abilities, grades K-12, and adults, mono- or multilingual, during reading and language arts instruction (including content reading), in suburban, urban, and rural areas and at all socioeconomic levels. Also for paraprofessionals, parents, and peers who tutor students at school or at home under supervision of teachers.

description ECRI's original purposes still hold: to identify critical teacher behavior essential to preventing reading failure, to provide inservice education for teachers geared to the research findings, and to disseminate this information. Teacher behaviors identified to date include abilities to: elicit correct responses from nonresponding pupils, establish high mastery levels of responses with performance and rate as criteria, correlate language arts activities to increase responses and save time, utilize effective management and monitoring systems, and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Student advancement depends upon rate of mastery. A student progresses in practicing new skills and in working with materials independently of other students. No student waits for another. In small groups based upon instructional reading levels, students are instructed in those language skills that they will need in future work. Individual conferences are held daily. Students are reminded of the skills they have been taught, the skills they have mastered, and the skills they will be expected to master through the review (part of every skills instruction period). The teacher teaches new skills at least one mastery test in advance of the student who is passing the tests most rapidly, and reviews instruction for students at the lowest mastery test. Performance is individually measured with the mastery test. Absenteeism is not the problem it can be in the traditional classroom. No procedural changes need occur for a teacher to provide for the returning student. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on-task. The structure of the scheduling, record keeping, and multisensory instruction also keeps students motivated. Criteria for passing a mastery test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those behavior management techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop the management system for mastery and individualization, and teach reading and language skills effectively.

evidence of effectiveness Project was validated over three years (1971-74) with more than 700 pupils in four Utah districts. First graders are reading at 3.8; second graders average 95th to 99th percentile; clinic pupils average four months' gain per month; Title I pupils average 1.4 to 3.2 years' gain per year; secondary students average 2.5 years' gain per year. Data available upon request. Some tests used: SAT, Metropolitan, California Achievement, Gates-MacGinitie.

implementation requirements A five- to ten-day preparatory inservice education program with one ECRI staff person for 20-25 trainees is desirable. Program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are desirable. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 16 self-instructional teacher-training workbooks and kits if inservice education is not desired.

financial requirements At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95 and $9.95, or mimeographed materials from ECRI. Mastery tests: 25¢ each; can be reproduced. ECRI staff time: $225 a day plus expenses.

services available Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training at project site is conducted only in October, March, June, and July (all expenses must be paid). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Ethna R. Reid, Director; Exemplary Center for Reading Instruction; [illegible]310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or 278-2334.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-48 Approved: 6/23/74

Compiled Summer 1981

PROJECT

LEARNCYCLE: Responsive Teaching

An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students.

target audience

Approved by JDRP for teachers of special education or mainstreamed students grades K-9, and teacher trainers and consultants.

description

The program includes two levels of training.

Responsive Teaching for Mainstreaming and Accountability comprises a variety of reinforcement-based teaching techniques, including precision teaching, contingency management, and token economies. Through lecture, demonstration, role playing, data collection, and task groups, participants learn to generate their own unique behavioral programs. The course also shows teachers how to monitor, evaluate, and revise their programs to meet changing student needs and observe recent accountability mandates. Short pre- and posttests let participants assess their mastery of the teaching skills. Classroom applications may include any of the following: a change in schedule of activities (to motivate difficult tasks by following them with more enjoyable ones) a redirection of teacher attention; use of readily available reinforcers (recess, privileges, special activities) in simple token exchange systems; precise systems for monitoring and reinforcing students' behavioral change with tokens and concrete reinforcers; and simple curriculum adaptations. What implementation is chosen depends on students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist the support of a whole class for program success with one or two high-risk students. Further, teachers are trained in an overall problem-solving method that allows them to adapt the program instantly to new situations.

Training to Train allows districts that desire an ongoing training capacity to have graduates of the first course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation. A Behavior Analysis Mainstreaming Model allows participants to relate student needs and training and support needs to available support services in developing a comprehensive mainstreaming plan.

evidence of effectiveness

Student "on task" behavior increased by class from 50-80% as measured in twice-weekly in-class observations using the sequential Becker system; disruptive and "off task" behavior decreased correspondingly. Teachers' ability to teach high-risk or mainstreamed youngsters doubled, as demonstrated by a 50% decrease in teacher referrals. Population: varied, from middle-income suburban to low-income urban. Evaluation dates: 1970-72.

implementation requirements

No special staffing or facilities are required. Adoption involves only a change in teacher, trainer, or consultant. For classroom implementation an adopting unit is an individual teacher. Training for teachers: one three-day sequence. One to two months after training and at six-month intervals thereafter, teachers submit brief data on student behavior change. Training for turnkey trainer or consultant in a position to offer back-home training to colleagues: one two-day sequence in addition to three-day teacher's sequence. Certification is contingent on completion of follow-up activities tailored to adopter setting.

financial requirements

Learncycle Teachers Manual, $10 ($4 in large quantities). Adopter shares cost of project staff travel, per diem, and time. Per-learner cost of program implementation: $0-$5 per year, depending on individual adopter and population served. Cost of training for adopter staff by turnkey trainer or consultant: commensurate with local costs for inservice.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site or for a group of adopters at a common site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Hilda Weisert, Project Director; Learncycle; Box 27[illegible]; Teaneck, NJ 07666. (201) 833-0588.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-53 Approved: 5/24/74

Compiled Summer 1981

PROJECT

POSITIVE ATTITUDE TOWARD LEARNING (PATL)

A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.

target audience Approved by JDRP for K-12 students with a less-than-positive view of self and/or learning.

description Improvement in a student's attitude toward school, self, and others leads to improvement in his/her rate of cognitive growth. Staff development is accomplished through the use of self-paced, individualized, performance-based learning packages called kits.

The teacher training kits teach specific skills in four complementary areas: active involvement, learning processes, individualized instruction, and improved communication and management.

Each of the training kits is designed to provide teachers with performance-based objectives, numerous learning activities designed to assist them in reaching those objectives, and criterion-referenced assessment procedures. Whenever possible, the learning activities provide the teacher with a choice of various media, small-group or individual sessions, and tapes or live observation. Feedback to the teacher is an essential component of the program.

Kit Advisors, a minimum of two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three- or four-month period. Completion of all four kits requires one and one-half to two years.

evidence of effectiveness Pre/post Coopersmith Self-Concept Inventory: target students improved from the 15th to the 40th percentile. Pre/post Gates-MacGinitie Reading Comprehension Tests: target students improved from .71 year of growth per year to 1.4 years per year.

implementation requirements Four days of training for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties.

financial requirements Start-up cost is $500, plus $10 for each teacher to be trained. Operational costs consist of stipends for inservice specialists.

services available Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at the project site (adopter pays only its own costs). Training is also available at adopter site (all expenses must be paid). Follow-up services are available to adopters (travel and per diem must be paid).

contact Charles Pelan, Director, or John Zirges, Inservice Specialist/Evaluator; Bethalto Unit #8 Schools; 322 E. Central; Bethalto, IL 62010. (618) 377-7213.

Developmental Funding: USOE ESEA Title III JDRP No. 75-26 Approved: 5/16/75

Compiled Summer 1981

PROJECT INSERVICE TRAINING IN THE TEACHING RESEARCH DATA BASED CLASSROOM FOR SEVERELY HANDICAPPED SCHOOL-AGE CHILDREN

A data-based classroom for individualized instruction of students 8-18 with multiple handicaps, cerebral palsy, and/or autism, and an inservice training program for teachers and aides.

target audience Approved by JDRP for students ages 8-18 with noncategorical handicaps, their teachers, and aides.

description Self-help, practical living, motor, language, and cognitive skills, as well as social behavior are taught in the data-based classroom to students classified as mentally retarded, cerebral palsied, autistic, emotionally disturbed, multiply handicapped, or deaf/blind. Students are tested to determine which skills they should be taught, with the final decision made by the parents and educational staff together. Aides, volunteers, and parents all assist teachers with the individualized instruction for each child. Most of the one-to-one teaching is done by volunteers; teachers and aides conduct group instruction. In addition, teachers instruct parents and "home providers" in techniques to use with their children.

The inservice training program assumes one week of intensive work in a demonstration classroom at Teaching Research and two follow-up visits by Teaching Research staff at the trainees' schools. The objectives to be attained during the first week of training are clearly identified, as are numerous data collection procedures for determining the degree to which teachers are assimilating the new skills. The two follow-up visits occur 8-12 weeks and 24-28 weeks after training. During each, Teaching Research staff record the number and quality of the data-based classroom techniques the teachers are using and help the teachers apply the methods and materials presented during training.

Teaching Research's data-based classroom, which has been replicated throughout the country, is described in A Data-Based Classroom for the Moderately and Severely Handicapped (Fredericks, et al., 1981).

Contact the project about available training and other services.

contact Torry Piazza Templeman; Teaching Research; Western Oregon State College; Todd Hall; Monmouth, OR 97361. (503) 838-1220, ext. 401.

Developmental Funding: USOE BEH

JDRP No. 79-34 **Approved:** 11/7/79

Compiled Summer 1981

PROJECT INTENSIVE READING IMPROVEMENT PROGRAM (IRIP)

A program for staff development of elementary school teachers intended to upgrade reading teaching skills.

target audience Approved by JDRP for elementary school teachers serving children in grades K-8.

description IRIP aims to raise elementary school reading achievement by upgrading teacher skills in reading instruction. One teacher from each participating school serves as a reading resource teacher. IRIP provides this teacher with 30 hours of training in essential theories and methods of teaching reading. The reading resource teacher then returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing includes school reading resource teacher(s) and classroom teachers, and may include a citywide or district coordinator.

Currently, 21 teacher-training units written especially for IRIP are used in the 30-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. These units are: Self-Assessment, Test Data Interpretation, Continuous Progress-Mastery Learning Program, Grouping for Instruction, Directed Reading Lesson, Word Attack (Sight Vocabulary), Word Attack (Phonics), Word Attack (Structural Analysis), Comprehension (Vocabulary Development), Comprehension (Literal), Comprehension (Interpretation), Comprehension (Critical Reading), Study Skills (Parts One and Two), Literature Program, Oral Reading Development, Content Area Reading, Audio-Visual Resources, Teaching Reading to Speakers of Non-Standard English, Reading and the Non-English Speaker, and Home-School Partnership.

Contact the project about available training and other services.

contact Carita A. Chapman, Director; Bureau of Reading Services; Chicago Board of Education; 228 N. LaSalle St.; Chicago, IL 60601. (312) 641-8071.

Developmental Funding: Chicago Board of Education

JDRP No. 74-27 **Approved:** 4/29/74

Compiled Summer 1981

PROJECT PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN

A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

target audience Approved by JDRP for speech clinicians and administrators.

description The basic aim is to release clinicians from minor problems so that they are able to spend more time with children with severe speech difficulties. Communication aides are hired and trained to run operant programs with K-12 children with minor articulation problems under the direct supervision of a speech clinician. The professional clinicians train the aides, perform all diagnostic testing, determine prescriptions, and make all therapy decisions. If the problem is mild, such as simple lisping, sound distortion, or omission, the child is turned over to an aide. Aides work with 9-14 students for 20-30 minutes each.

Initial aide training takes two days, followed by a week of work with a clinician. The aides handle an average of 70 students per year.

Before the project began, it cost about $120 to give each student the speech assistance he or she needed. The use of aides has cut this figure in half. Formerly, clinicians spent 85 percent of their time in group speech sessions and only 15 percent in individual therapy sessions. Two years after the project started, these figures were almost reversed, with 83 percent of the treatment in individual therapy and 17 percent in group.

Contact the project about available training and other services.

contact Kenneth D. Barker, Supervisor, Clinical Speech Services, Area Education Agency #16, 509 Melrose Ct., Burlington, IA 52601. (319) 753-6561.

Developmental Funding: USOE ESEA Title III   JDRP No. 76-117   Approved: 12/6/76

Compiled Summer 1981

PROJECT THE PROCESS OF TEACHING BASIC READING SKILLS IN SECONDARY SCHOOLS

A program providing inservice workshops to help secondary teachers manage class time and student behavior in basic reading classes.

target audience Approved by JDRP for teachers in secondary schools, grades 7-12, and practitioners from teacher centers, program developers in regional educational laboratories, administrators, and state departments of education.

description Research findings gathered from secondary classrooms where basic reading was being taught were used to identify processes specifically related to reading gain. Positively related processes were found to include: discussion of homework or the reading content, instruction in new work, drill and practice, reading aloud by students, instruction focused on a small group or the total group, praise and support, positive corrective feedback provided by rephrasing the question or probing, and short quizzes. Negatively related processes include: teacher time spent on organizational or management tasks, outside intrusions, social interactions, misbehavior or negative interactions, too much choice for students, too much time spent on written assignments, too much silent reading, and too much time spent with single students. Based on these findings, the project developed seven 2-1/2 hour teacher workshops. The first presents an overview of the research findings, which are interpreted for their relevance to teaching basic reading skills. In the second workshop, teachers are given individual profiles prepared from observations conducted in their classrooms, together with recommendations for changes in their teaching behavior. The third workshop provides recommendations for student motivation and behavior management. The fourth is focused on ways of organizing classroom activities and on efficient management of time. The fifth workshop deals with question-asking techniques and with supportive and corrective feedback; diagnostic tests for use by classroom teachers and appropriate reading materials are also shared. At semester's end, teacher observations are conducted to determine whether recommendations have been followed. New profiles are prepared so that changes in teacher behavior may be examined at the sixth and seventh workshops, which follow. Sessions are conducted one week apart, generally between 3:30 and 6:00 p.m. Groups are limited to six.

Contact the project about available training and other services.

contact Jane Stallings or Margaret Needels, Stallings Teaching and Learning Institute, 839 Poppy Pl., Mountain View, CA 94043. (415) 969-4264.

Developmental Funding: National Institute of Education, State and Local   JDRP No. 79-41   Approved: 12/18/79

Compiled Summer 1981

PROJECT PROJECT MANAGEMENT BASIC PRINCIPLES AND TECHNIQUES

A skill-building training program designed to increase skills and knowledge across four phases of project management: planning, preparation, operational control, and termination.

target audience Approved by JDRP for school personnel with present or expected responsibility for planning and managing projects. This program has proved useful to state department of education staff, Intermediate Service Agency staff, and all levels of school district personnel, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Project Management Basic Principles and Techniques is a training product that teaches school district staffs to manage educational projects so as to assure attainment of project objectives within time, cost, and performance constraints. Specific areas covered by the product are: defining the project goals, developing the project work breakdown and work-flow diagram, preparing time estimates, estimating and scheduling resources, developing the project budget, planning project start-up, developing a project information system and a procedures handbook, monitoring project operations, project problem solving through management action, implementing changes in project operations, and developing a project termination plan.

For each lesson, the trainee may view filmstrips, read, listen to tapes, or perform a combination of these activities. The product provides a mixture of individual and group activities. Each lesson can be easily modified to apply to a wide range of school district projects or program activities. The self-contained material requires no special training for its use, although a structured training session with a knowledgeable leader is recommended. Lessons are grouped into four phases according to the lifespan of a project and usually are studied sequentially. The material is quite flexible and adaptable to varied school district training patterns.

Contact the project about available training and other services.

contact John A. McAdams; Albert M. Bean Elementary School; Pine Hill School District; 15 E. Seventh Ave.; Pine Hill, NJ 08021. (609) 783-5300.

Developmental Funding: National Institute of Education JDRP No. 75-44 Approved: 5/14/75

Compiled Summer 1981

PROJECT SIGMA: System for Individually Guiding Mastery Attainment

A program guiding preservice teachers in their mastery of specified sets of teaching skills sequenced to form a developmental pattern.

target audience Approved by JDRP as a preservice elementary program. This program has been used in other settings as inservice for elementary teachers and as preservice and inservice for secondary teachers, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The SIGMA program develops basic teaching skills in seven broad-based strands: learning management (behavioral objectives, diagnosis, transfer, reinforcement, motivation, retention); implementation of instruction (long-range planning, program development, accountability); communication skills (language acquisition, reading diagnosis); interaction skills (self-concept, group dynamics, community study skills); development of affect (creativity, role playing, valuing); multicultural and bilingual education; and evaluation in education. The program is centered on flow-chart competencies rather than courses and organized as a system of competency-based instructional modules (learning packages). The modular system is self-paced and individualized, requiring knowledge to be acquired, skill to be demonstrated, and consequences or changes in pupil behavior to be evaluated. It allows considerable flexibility in the way in which students are programmed. In an Individualized Study Center, SIGMA instructors work with students individually and in groups on the basic teaching skills as outlined by behavioral objectives in the modules. Instructors are also responsible for on-site supervision and evaluation of student teachers' performances in regular school classrooms.

Key Elements: use of modules that include behavioral objectives, prerequisites, preassessment, learning alternatives, postassessment, and remediation; Individualized Study Center for group interaction, individual study, and material storage; availability of instructors to facilitate student learning; use of the program evaluation system necessary for ongoing revision and regeneration.

Contact the project about available training and other services.

contact Patti C. Cummins, Director; SIGMA NDN Project; College of Education; San Diego State University; San Diego, CA 92182. (714) 265-4166.

Developmental Funding: USOE Teacher Corps JDRP No. 79-17 Approved: 5/8/79

Compiled Summer 1981

SECTION 9

READING/LANGUAGE ARTS/MATHEMATICS/WRITING*

NON-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

ALPHAPHONICS: Beginning Reading Program - California 9-7
A 26-week success-oriented beginning reading program employing an organized phonics system to be used as a foundation for any reading system or program.

project CATCH-UP - California 9-8
A diagnostic/prescriptive laboratory program in reading and/or math.

COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP) - Missouri 9-9
An exciting, complete elementary-level mathematics curriculum from basics to problem solving for students of all ability levels.

COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM IN READING AND MATHEMATICS (CADPP) - Virginia 9-10
A diagnostic/prescriptive pull-out program utilizing resource labs and computer assistance to prepare remedial reading and remedial mathematics educational plans and weekly prescriptions.

CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP) - Missouri 9-11
A sequential small-group mathematics program designed to meet the needs of all children.

DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA) - New York 9-12
A basic arithmetic program with emphasis on developing, modeling, and mastering the basic concepts and skills.

GEMS: Goal-based Educational Management System - Utah 9-13
A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

HOSTS: Help One Student To Succeed - Washington 9-14
A diagnostic/prescriptive/tutorial approach to basic reading skills.

INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation - New Jersey 9-15
A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.

project INSTRUCT - Ohio 9-16
A program to correlate all language skills instruction around the sequence of skills used in the school's basal reader, with special emphasis on spelling; and to improve teacher skills in working with the "hard to teach."

KENOSHA MODEL: Academic Improvement Through Language Experience - Wisconsin 9-17
An individualized program to improve communication skills utilizing the language experience approach.

MODEL CLASSROOMS: Classroom Management - Washington 9-18
A classroom management system that allows each student to work within the regular classroom at his/her individual math, reading, and language achievement levels.

NEW ADVENTURE: Success Strategies for Reading and Language (NAIL) - Florida 9-19
Comprehensive early childhood language arts and classroom discipline.

the NEW JERSEY WRITING PROJECT - New Jersey 9-20
A teacher-training program that improves student writing.

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff -- Personalized Approach to Continuous Education - Alabama 9-21
A locally developed, personalized approach to continuous progress in reading -- a comprehensive developmental program.

PRE-ALGEBRA DEVELOPMENT CENTERS - Illinois 9-22
A complete one-year program to develop students' basic conceptual computational mathematics skills and prepare them for algebra.

project R-3: Readiness, Relevancy and Reinforcement - California 9-23
A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

READING ENGLISH ROTATION PROJECT - Georgia 9-24
A rotating classroom approach to teaching reading skills to students in grades 7-9. Not a pull-out model.

SCHOOL VOLUNTEER DEVELOPMENT PROJECT - Florida 9-25
A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

*See Sectional Cross-Reference Index, p. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

STAMM: Systematic Teaching And Measuring Mathematics - Colorado.......... 9-26
A complete mathematics curriculum for kindergarten through Algebra II-Trigonometry, including alternative high school courses.

STUDENT TEAM LEARNING: Intergroup Relations - Maryland.......... 9-27
A set of instructional techniques placing students in four- or five-member multiethnic learning teams to master basic skills.

STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD): Language Arts - Maryland.......... 9-28
An instructional technique placing students in four- or five-member heterogeneous learning teams to master basic language skills.

TALK: Teaching Activities for Language Knowledge - Illinois.......... 9-29
A program improving expressive and receptive vocabulary skills and language, grades K-3.

TEAMS-GAMES-TOURNAMENT (TGT) - Maryland.......... 9-30
An instructional method using cooperative teams and game tournaments to increase student learning of basic skills.

TITLE I CHILDREN'S PROGRAM: Learning to Read Through the Arts, Division of Curriculum and Instruction, New York City Board of Education - New York.......... 9-31
An intensive, individualized remedial reading program presented through the arts.

VRP: Reading Power in the Content Areas (Vocational Reading Power) - Minnesota.......... 9-32
A staff-development project designed to help content area teachers minimize the gap between student reading abilities and reading requirements of printed instructional material.

OTHER JDRP-APPROVED PROJECTS

AIRS: Andover's Individualized Reading System - Massachusetts.......... 9-33
A diagnostic/prescriptive reading program designed to teach basic skills and foster independent enjoyment of literature.

BASIC: Basic Adaptable Skills for the Individual Child - Minnesota.......... 9-33
Four separate but interrelated programs consisting of highly structured, sequential, individualized curricula in readiness, mathematics, and reading.

BASIC SKILLS IN READING (BASK) - New Hampshire.......... 9-34
An exemplary project providing special instruction in the basic skills necessary for reading success.

BOULDER VALLEY PUBLIC SCHOOLS FOLLOW THROUGH PROGRAM - Colorado.......... 9-34
A program intended to build a strong foundation for success in school among children from low-income families.

CAMBRIDGE FOLLOW THROUGH PROJECT - Massachusetts.......... 9-35
Reading, language, and math for children from low-income families.

CATCH UP - KEEP UP - Arizona.......... 9-35
A remedial reading program and inservice teacher training.

a CHANCE FOR EVERY CHILD - Michigan.......... 9-36
A diagnostic/prescriptive program for low-achievers carried out within the regular classroom and monitored by consultants.

CHEROKEE FOLLOW THROUGH: A Direct Instruction Model - North Carolina.......... 9-36
Reading, arithmetic, language, and Cherokee culture for Cherokee children.

CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program - Washington.......... 9-37
An individualized reading program increasing the basic skill reading-achievement levels of inner-city students.

project COAST: Cognitively Oriented Approach to Skills Teaching - Florida.......... 9-37
A cognitively oriented program for language development, writing, reading, math, and problem solving.

COMMUNITY SCHOOL 6 BRONX FOLLOW THROUGH - New York.......... 9-38
A program using positive reinforcement to teach reading, math, and language.

project CONQUEST - Illinois.......... 9-38
A highly individualized diagnostic and prescriptive reading program.

CRITERION READING INSTRUCTION PROJECT (CRIP) - New Jersey.......... 9-39
An individualized language arts readiness program.

DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER - Ohio.......... 9-39
A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, and language.

DEKALB COUNTY FOLLOW THROUGH: A Direct Instruction Model - Tennessee.......... 9-40
Basic reading, arithmetic, and language for disadvantaged rural children.

DISCOVERY THROUGH READING - Michigan.......... 9-40
A remedial reading program for underachievers utilizing a modified tutorial, highly structured approach.

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC) - Florida 9-41
A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

EAST LAS VEGAS FOLLOW THROUGH: A Direct Instruction Model - New Mexico 9-41
Reading, math, and language for bilingual, bicultural children in rural communities.

the ELECTRIC COMPANY - New York 9-42
The use of television in teaching reading skills to young children.

ELMIRA FOLLOW THROUGH PROJECT - New York 9-42
A comprehensive K-3 program for children from low-income families.

EVERY STUDENT EVERY DAY - Louisiana 9-43
A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

FLINT FOLLOW THROUGH DIRECT INSTRUCTION RESOURCE CENTER - Michigan 9-43
A parent-implemented program using the Direct Instruction Method of Teaching Reading, Language, and Arithmetic to potentially low-achieving children.

FLIPPIN FOLLOW THROUGH: A Direct Instruction Model - Arkansas 9-44
Basic reading, arithmetic, oral and written language, and spelling for economically disadvantaged children.

"GAMES CHILDREN PLAY..." -- ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL - Georgia 9-44
A program emphasizing use of instructional games and other self-management techniques for children to help them learn problem-solving skills and to reinforce basic skills.

the GLASSBORO RIGHT-TO-READ PROJECT - New Jersey 9-45
An individualized, diagnostic/prescriptive, complete reading program based on a district assessment of staff and community needs.

"GO METRIC": A Supplemental Low-Cost Metric Curriculum - Oklahoma 9-45
A low-cost metric curriculum that supplements existing programs.

GULFPORT FOLLOW THROUGH: Mathemagenic Activities Program (MAP) - Mississippi 9-46
Comprehensive education and intellectual development, emphasizing math, for economically deprived children in grades 1-3.

HAWAII FOLLOW THROUGH PROJECT - Hawaii 9-46
A comprehensive program including an experience-based basic skills curriculum for children in multilingual classrooms.

HIGHER HORIZONS 100 - Connecticut 9-47
A program for students with reading retardation problems, with a coordinated effort in language arts development in all content areas.

HIT: High Intensity Tutoring - Michigan 9-47
An individualized instruction program for sixth-, seventh-, and eighth-grade students identified as deficient in basic grade-level reading and/or mathematics skills.

IMPROVEMENT OF BASIC READING SKILLS - Alabama 9-48
Reading centers providing an individualized approach to remedial reading for educationally deprived children.

IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES - Utah 9-48
A personalized and concentrated reading improvement program for secondary students.

IRIT: Intensive Reading Instructional Teams - Connecticut 9-49
A laboratory project for third- and fourth-grade students with difficulty in reading.

LEARNING TO READ BY READING - California 9-49
A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials; especially useful in alternative schools.

LEE COUNTY FOLLOW THROUGH: Mathemagenic Activities Program (MAP) - Virginia 9-50
Comprehensive education and intellectual development, emphasizing math, for economically and educationally deprived children in grades 1-3.

LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER - Mississippi 9-50
A program based in part on the cognitive-developmental theory of Jean Piaget and the educational philosophy of John Dewey that blends open-ended child-initiated activities with teacher-structured lessons.

MARC: Multisensory Approach to Reading and Reading Readiness Curriculum - Florida 9-51
A multisensory approach to beginning readiness that emphasizes slow pacing of skills, diagnosis of student needs, and inservice training of teachers and administrators.

MATTESON FOUR-DIMENSIONAL READING PROGRAM - Illinois 9-51
A multitext, individualized, comprehensive reading skills-developmental reading program for grades 4-8.

McCORMICK FOLLOW THROUGH: Mathemagenic Activities Program (MAP) - South Carolina 9-52
Comprehensive education and intellectual development, emphasizing math, for economically deprived children in grades K-3.

METRICS MADE EASY - California.. 9-52
A systematic "hands-on" approach to metrication that includes field-tested techniques, activities, an assessment system, and staff development materials.

NEW HAVEN FOLLOW THROUGH PROJECT - Connecticut.. 9-53
Comprehensive services for low-income families and children with preschool experience.

NICHOLS AVENUE FOLLOW THROUGH: A Direct Instruction Model - District of Columbia.......................... 9-53
Basic reading, arithmetic, and language for low-income, nonwhite, inner-city children in grades K-3 and a program for their parents.

PEGASUS: Personalized Educational Growth and Achievement with Selective Utilization of Staff - Illinois.. 9-54
A management program in reading personalized to meet students' needs.

PERSONALIZED INSTRUCTION: A Classroom Team Approach - Colorado.. 9-54
A classroom team approach to improving language arts skills.

PHILADELPHIA FOLLOW THROUGH BEHAVIOR ANALYSIS RESOURCE CENTER (BARC) - Pennsylvania.......................... 9-55
A training center for administrators, teachers, paraprofessionals, and parents, with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis program.

PICKENS COUNTY FOLLOW THROUGH: Mathemagenic Activities Program (MAP) - Georgia.......................... 9-55
Comprehensive education and intellectual development, emphasizing math, for economically and educationally deprived children in grades 1-3.

PLATTSBURGH FOLLOW THROUGH PROGRAM - New York.. 9-56
Reading, math, and language for children from low-income areas.

POCATELLO FOLLOW THROUGH: Mathemagenic Activities Program (MAP) - Idaho.......................... 9-56
Comprehensive education and intellectual development, emphasizing math, for economically deprived children in grades 1-3.

project PRIDE: Professional Reading Instruction with Desirable Effects - Pennsylvania.......................... 9-57
A pull-out remedial reading program utilizing modality assessment and careful diagnosis of each learner's reading deficiencies in an eclectic approach to instruction.

PRIOR: PReschool and Improvement Of Reading - Colorado.. 9-57
A coordinated approach to school experience through readiness in preschool and reading improvement in elementary school.

PROGRAMED TUTORIAL READING - Utah and Indiana.. 9-58
An individualized, one-to-one tutoring program for slow learners or potential reading failures, regardless of economic or demographic background.

PROVISO READING MODEL - Illinois.. 9-58
A program of structured sequential activities for language arts, mathematics, and science courses to remedy serious reading problems among students in grades 9-12.

PSYCHOMOTOR LEARNINGS FOR ACADEMIC YIELDS (Project PLAY) - Virginia.......................... 9-59
Perceptual-motor and/or cognitive activities conducted by teachers and parents to increase children's reading readiness.

PUBLIC SCHOOL 33 MANHATTAN FOLLOW THROUGH PROJECT: A Child Development Approach - New York.............. 9-59
A developmental reading and language arts program for children from a variety of ethnic backgrounds whose first language may not be English.

PUBLIC SCHOOL 92 MANHATTAN FOLLOW THROUGH - New York.. 9-60
A cognitively oriented program for improving the reading and oral and written communication abilities of inner-city children.

PUBLIC SCHOOL 137 BROOKLYN FOLLOW THROUGH: A Direct Instruction Model - New York.......................... 9-60
Reading, writing, arithmetic, and language for economically disadvantaged children.

RANDOLPH COUNTY FOLLOW THROUGH PROGRAM - West Virginia.. 9-61
A reading and math program based on the Primary Education Project and Individually Prescribed Instruction for children from economically and educationally deprived settings.

project READING IMPROVEMENT - North Carolina.. 9-61
A laboratory and tutorial project attacking the problem of reading deficiencies of children in grades 1-8.

READING -- INDIVIDUALIZED REMEDIAL LABORATORIES/MATH -- INDIVIDUALIZED REMEDIATION - Georgia............. 9-62
A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement.

READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS) - Rhode Island.......................... 9-62
A team-approach program to improve reading achievement and self-concept of reading-disabled students.

project READ-WRITE - New Jersey.. 9-63
A program in reading and related language arts that uses writing techniques and prescriptions to improve reading comprehension and vocabulary.

the RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM (RECEP) - North Carolina.......................... 9-63
A program of language, mathematics, and problem solving for children in grades K-3.

SAN DIEGO CITY SCHOOLS FOLLOW THROUGH: A Direct Instruction Model - California.......................... 9-64
Reading, mathematics, and oral and written language for economically disadvantaged
children in grades K-3.

SEAPORT: Student Education Assuring Positive Organized Reading Techniques - Rhode Island................ 9-64
A program applying school-based and home/school liaison approaches to remedial reading
problems.

STRATEGIES IN EARLY CHILDHOOD EDUCATION - Wisconsin.. 9-65
A continuous-growth program with sequential program materials that bridges the gap between
preschool, kindergarten, and first grade.

a SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII) - Oregon.. 9-65
A systematic instructional program in the basic skill areas of reading and mathematics.

TEAM ORIENTED CORRECTIVE READING (TOCR) - Kansas... 9-66
A referral corrective reading program for grades 2-6.

TITLE I COMPENSATORY MATHEMATICS PROGRAM - Iowa... 9-66
A remedial math program using manipulatives rather than rote drill.

TITLE I COMPENSATORY READING PROGRAM - Iowa... 9-67
A small-group remedial program for children reading below the norm.

TITLE I READING, GRADES 2-6 - Iowa.. 9-67
A diagnostic/prescriptive approach to the teaching of remedial reading through the use
of a locally developed management system.

TRAINING FOR TURNABOUT VOLUNTEERS - Florida... 13-6
A program for training students in grades 7-9 to tutor students in grades 1-6 in
reading and math.

project UNDERSTAND: Arlington's Title I Program - Massachusetts... 9-68
A program to help strengthen reading, language, and math skills in children in grades K-6
who need a supplementary learning experience.

UPSTAIRS SCHOOL - Oregon.. 9-68
A program intended to improve the reading, math, and English ability of educationally
disadvantaged students.

UVALDE FOLLOW THROUGH: A Direct Instruction Model - Texas... 9-69
Language, math, reading, and spelling for disadvantaged children and children requiring
structured instruction.

WILLIAMSBURG COUNTY FOLLOW THROUGH: A Direct Instruction Model - South Carolina............................ 9-69
Basic reading, arithmetic, and oral and written language for economically disadvantaged
rural children.

PROJECT

ALPHAPHONICS: Beginning Reading Program

A 26-week success-oriented beginning reading program employing an organized phonics system to be used as a foundation for any reading system or program.

target audience

Approved by JDRP for kindergarten students. This program has been used in other settings for preschool, special education, bilingual education, and Title I students in primary grades, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Alphaphonics increases reading achievement by promoting the acquisition of basic readiness skills while helping children develop positive academic self-images. The program utilizes repetition, discovery, mystery, and memory aids. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition of letter sounds, systematic review, and immediate correction or confirmation of children's responses with a game-like presentation of materials and a great deal of positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, an imaginary friend from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

The daily Alphaphonics lesson lasts 20-30 minutes. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. Alphaphonics does not require a teacher's aide, although the use of aides allows increased individual attention to each student.

This program is also available in a Spanish version.

evidence of effectiveness

The program was measured by the Metropolitan Readiness Test and the Cooperative Primary Reading Tests, administered annually. At the end of kindergarten and grades 1, 2, and 3, the Alphaphonics group scored significantly higher than control groups (of the order of one standard deviation). Details of study as well as results from adopter sites available from project.

implementation requirements

The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the Alphaphonics manual and Astro's Bag. A variety of educational and motivational materials to enhance the program are useful and highly recommended.

financial requirements

Alphaphonics manual including Astro's Bag (one per classroom), $40 (required start-up); Astro Doll, $40; One to One, $2.50; Game Book, $5 (desirable); set of materials, $90 per classroom; individualized reading, $95 (optional); worksheet pads, $3.50 each, rubber stamps, $15; large alphabet cards (26 per set), $5; Astro's iron-on transfers, $3.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is conducted September through May. Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Gretchen Ross, or Judith Brown, or Jeanne Stout Burke, Co-Directors; Alphaphonics; Ponderosa School; 295 Ponderosa Rd.; South San Francisco, CA 94080. (415) 588-8082.

Developmental Funding: USOE ESEA Title III JDRP No. 74-15 Approved: 2/25/74

Compiled Summer 1981

PROJECT

PROJECT CATCH-UP

A diagnostic/prescriptive laboratory program in reading and/or math.

target audience

Approved by JDRP for students in the lowest quartile in reading or math, grades 1-6. This program has been used with students at other achievement levels and in grades K-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Project Catch-Up is a laboratory program designed to provide remedial instruction in reading and/or math skills for underachieving children.

Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to three, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

A wide variety of readily available instructional materials and equipment, selected by project teachers, is available in the laboratory. Results can be achieved with limited resources if a diagnostic/prescriptive method is used in a success-oriented environment. Staff have identified materials according to priority.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" -- to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

evidence of effectiveness

The project utilizes pre- and posttesting (Comprehensive Test of Basic Skills in reading and math). For the past eight years, the median student has consistently gained 1.5 months in reading and math skills for each month in the program (data validated by Research Management Corporation). Originating-site students are low achievers in a low-income urban community. Similar gains by adopters in rural and middle-income schools have been validated. Annual evaluation data are available.

implementation requirements

A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; and use high-interest materials insofar as they are available. The project can be adopted by a grade level or a school, and it can offer instruction in reading, math, or both.

financial requirements

Tests and instructional materials: from $.50-$20 per child, depending on funds available. The project itself sells no materials; all are commercially available and thoroughly tested; many are already found in most schools. Equipment: three high-interest instructional machines, maximum cost $300 per laboratory; most schools already have at least one such machine. Staff needs may be met by reassignment of personnel in any school with Title I funding.

services available

Awareness materials are available at no cost. Visitors are welcome at project site on Fridays when school is in session. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact

Fay Harbison; Newport-Mesa Unified School District; P.O. Box 1368; Newport Beach, CA 92663. (714) 760-3300.

Developmental Funding: USOE ESEA Title I

JDRP No. 34 Approved: 4/4-5/73

Compiled Summer 1981

PROJECT

COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP)

An exciting, complete elementary-level mathematics curriculum from basics to problem solving for students of all ability levels.

target audience

Approved by JDRP as a sequential mathematics curriculum for students of all abilities, grades K-3. This program has been used in other settings as a K-6 program, with entering sites limited to K-5 participation until completion of sixth-grade entry programs, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

An underlying assumption of the CSMP curriculum is that children can learn and can enjoy learning much more math than they do now. Unlike most modern programs, the content is presented not as an artificial structure external to the experience of children, but rather as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels. Using a "pedagogy of situations," children are led through sequences of problem-solving experiences presented in game-like and story settings. It is CSMP's strong conviction that mathematics is a unified whole and should be learned as such. Consequently, the content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program while building interlocking experiences of increasing sophistication as the situations become more challenging.

A feature unique to CSMP is the use of three nonverbal languages that give children immediate access to mathematical ideas and methods necessary not only for solving problems, but also for continually expanding their understanding of the mathematical concepts themselves. Through these languages the curriculum acts as a vehicle that engages children immediately and naturally with the content of mathematics and its applications without cumbersome linguistic prerequisites. These languages include: the Language of Strings (brightly colored strings and dots that deal with the fundamentally useful and important mathematical notion of sets); the Language of Arrows (colored arrows between pairs of dots that stimulate thinking about relations between objects); and the Language of the Papy Minicomputer. The Minicomputer, a simple abacus that models the positional structure of the numeration system, is used both as a computing device and as motivation for mental arithmetic. Its language can be used to represent all decimal numbers, positive or negative, and encourages creative thinking about the nature and properties of numbers. CSMP is flexible enough to facilitate whole-group, small-group, and personalized instruction, and is appropriate for all children from the "gifted" to the "slow learners." It recognizes the importance of affective as well as cognitive concerns and has been developed and extensively tested in classrooms nationally.

evidence of effectiveness

As measured by Comprehensive Tests of Basic Skills, the Stanford Achievement Test, and others in 1973-77, CSMP students did better than non-CSMP students in relational thinking, estimation, large numbers, fractions, and word problems; show greater enthusiasm and interest in their math program; and learn traditional math skills and concepts as well as or better than students in more traditional programs.

implementation requirements

School system signs cooperative agreement with CSMP and appoints local coordinator who undergoes 3-10 days of training (depending on highest grade level adopted) in St. Louis during spring or summer prior to first year of implementation. Coordinator trains all teachers new to CSMP before start of school. Smallest adoption unit is one teacher in one classroom. No training charge, but system pays expenses of attending training. Teachers and coordinators are required to buy training kits: K-3, $10, 4-6, $10. Optional adopter-site training is available; there is a fee for this service.

financial requirements

Start-up costs for one teacher and 30 students: kindergarten, $140; first grade, $150; second grade, $200; third grade, $200; fourth grade, $220; fifth grade, $220. Replacement costs for 10 students: kindergarten, $10; first grade, $26; second grade, $34; third grade, $47; fourth grade, $47; fifth grade, $48.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs) in June and July (several workshops for particular audiences). Training is also available at adopter site (all expenses must be paid, including trainer's travel plus fee of $150/day and materials costs of $10/person). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Ron Ward, Director; CSMP Developer/Demonstrator Project; 3120 59th St.; St. Louis, MO 63139. (314) 781-2900, ext. 242.

Developmental Funding: USOE ESEA Titles III and IV, and National Institute of Education

JDRP No. 78-169 Approved: 3/17/78

Compiled Summer 1981

PROJECT

COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM IN READING AND MATHEMATICS (CADPP)

A diagnostic/prescriptive pull-out program utilizing resource labs and computer assistance to prepare remedial reading and remedial mathematics educational plans and weekly prescriptions.

target audience

Approved by JDRP as a reading program for grades 3-9 and as a math program for grades 3-7.

description

CADPP was developed as a response to the SRA test scores of Buckingham County Public Schools' educationally disadvantaged students which showed an annually increasing gap between normal expected growth and actual growth. The resulting resource laboratory program combines with a computerized information retrieval system allows for accurate diagnosis of a child's needs in reading comprehension and computation and provides the teacher with prescriptions (materials and methods) that help in teaching to those needs.

A locally developed battery of standardized criterion-referenced tests is used for diagnosis and evaluation. The computer system prescribes learning activities based on individual achievement levels, learning modalities, and interests; channels students to the learning centers; tracks progress to ensure that prescriptions are not repeated; and maintains continuous progress reports for the students, teachers, and parents.

evidence of effectiveness

Three-year fall-to-fall testing (1976-78) with the Science Research Associates Achievement Series documented positive trends through standard score gains. Grade 3 students showed the highest gains in reading, with 23 NCEs; grades 6 and 7 evidenced 8 NCEs. Gains in math ranged between 22 NCEs for grades 4 and 5 and 6 NCEs for grade 3. Overall, the gap between scores of participating and nonparticipating students was narrowed.

implementation requirements

CADPP can be adopted by a single classroom unit or by several units. Extensive staff development and training in criterion-referenced design and development,, instructional management systems. performance/process evaluation, monitoring, and individualized instruction via the learning station approach to management are required.

financial requirements

A fee of $500 is charged for the CADPP software. Optional CADPP criterion-referenced tests are available at $3 per test booklet (nonconsumable); however, if adopters do not use CADPP diagnostic tests, they must have access to diagnostic test results.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Debra J. Glowinski, Federal Programs Director; Title I Office; Box 292; Dillwyn, VA 23936. (804) 983-2714 or -2063.

[illegible]velopmental Funding: USOE ESEA Title I

JDRP No. 79-15 Approved: 6/12/79

Compiled Summer 1981

PROJECT

CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

A sequential small-group mathematics program designed to meet the needs of all children.

target audience

Approved by JDRP for students of all abilities, grades 1-8. This program has been used in other settings with grades 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The Conceptually Oriented Mathematics Program is a management system that provides a list of sequential skills to be mastered in each of the basic skills areas. It is designed to meet individual needs through small-group instruction.

Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through 25 instructional levels. Ten broad concept areas are developed through these 25 levels. Each level has been broken into two or more steps. (Step 2 in each level provides additional materials for the highly motivated student.)

The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching and to adapt the program to the learning styles of their students.

Key Elements: placement testing; teaching by objectives via COMP guide books; small-group instruction; criterion-referenced testing; cooperative teaching and planning; continuous progress system for students; administrator involvement; school-community-parent relations.

evidence of effectiveness

Data from 1971-72 pre- and posttesting of COMP students in grades 1-8 using Iowa Test of Basic Skills showed that 77% increased their percentile ranking pre to post. Further annual testing of the same students showed continued gains: 64% in 1972-73 and 58% in 1973-74.

implementation requirements

One day of training prior to implementation is required. All teachers and administrators involved in adoption should attend. One day of training following implementation is also required. Adopter school's needs will determine the date. Adopter designates one staff member to serve as project contact person and coordinator.

financial requirements

Exclusive of textbooks and the coordinator's salary, the basic costs are for an average of two guidebooks per teacher, at $12 per book (price includes postage and handling) and the cost of reproducing tests. Additional materials for instruction and enrichment can be added as finances become available.

services available

Awareness materials are available at no cost. Visitors are welcome at demonstration sites any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site. Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Alta M. Harness, Director; COMP Consultants, Inc.; 916 Tandy Ave. #1; Columbia, MO 65201; (314) [illegible]-0881.

Developmental Funding: USOE ESEA Title III JDRP No. 74-114 Approved: 12/6/74

Compiled Summer 1981

PROJECT

DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)

A basic arithmetic program with emphasis on developing, modeling, and mastering the basic concepts and skills.

target audience

Approved by JDRP for students functioning at grade levels 3-5. This program has been used in other settings with grade levels 1, 2, and 6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

DPA is the arithmetic component of a total mathematics program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. Problem-solving skills are developed and reinforced through ongoing experiences with estimation and approximation, data collection, organization and interpretation, and real-life applications of arithmetic skills. Diagnostic tests for the major arithmetic topics (three levels) are used throughout the year to determine students' strengths and weaknesses both in concepts and skills. Prescriptions are then planned, using the DPA Teacher's Manual and other DPA resource materials. Each of the more than 75 concept-developing and reinforcement activities in the Teacher's Manual has specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences, record-keeping procedures, classroom management techniques, and instructions for developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN; Title I). Both approaches are essentially the same. A topic section of the DPA diagnostic test is administered and the results are analyzed for group and/or individual needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his/her level of understanding. He/she may work with or without the teacher, in a large group, small group, or independently. The student may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. The student may complete a written activity for practice or may help in the school by applying arithmetic to a real-life situation.

This is a concept-based program that uses manipulatives and physical materials and is adaptable to special education students.

evidence of effectiveness

Each year for the past eight years, DPA used the Stanford Diagnostic Arithmetic Test and Stanford Diagnostic Mathematics Test to pre- and post-test approximately 400 participants. The target group was comprised of educationally and economically disadvantaged students, according to Title I criteria. These students achieved an average gain of 15 months in seven months of instruction.

implementation requirements

To demonstrate its need and desire for DPA, a district must take the following steps: submit to DPA a statement of need and an implementation plan for the DPA program in the adopting district; provide for the release of participating teachers and supervisors for three full days of preimplementation training; administer a standardized test as a pre/post instrument and provide DPA with a summary of results; employ ongoing DPA diagnostic tests for planning instruction; purchase the necessary commercial materials; identify a teacher or supervisor who will act as the DPA on-site coordinator and liaison; and encourage cooperative planning and exchange among program teachers.

financial requirements

Start-up costs for curriculum and testing materials are about $7 per pupil or $200 per classroom or resource teacher. Maintenance costs are usually less than $2 per pupil.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Follow-up services are available to adopters (all expenses must be paid).

contact

Matthew Scaffa, Director, or Janet Castellano, Project Coordinator; Community School District #31; 211 Daniel Low Terr.; Staten Island, NY 10301. (212) 447-3637.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-68 Approved: 9/18/74

Compiled Summer 1981

PROJECT

GEMS: Goal-based Educational Management System

A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

target audience

Approved by JDRP for grades K-6. This program has been used with grades 7-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands -- phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and posttests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A GEMS Book is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and posttests, and test keys; model strategies for each goal-unit; and an appendix of information and teacher resources.

GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching. Workshops include: the GEMS Book, Material Management, Procedural Guidelines, Reading Process, Directed Reading, Classroom Management, Testing, and Retrieval.

evidence of effectiveness

The GEMS research design yielded statistically and educationally significant gains in reading comprehension and vocabulary for each grade level, grades 1-6, in 12 pilot schools. The Stanford Achievement Test was used in grades 1 and 2 and the Iowa Test of Basic Skills in grades 3-6. The research study was conducted over a two-year period (1976-78).

implementation requirements

GEMS can be implemented by a grade level, a reading department, a school, or a district. Twelve hours of staff training are required to begin the implementation process. At least one follow-up session is recommended. A GEMS Book and an inservice manual are required for each teacher and administrator. Development of local leadership is emphasized.

financial requirements

Costs are contingent upon group size, location, and levels implemented. Materials cost is $40 per teacher for a grade-level GEMS Book with tests and strategies and an inservice manual. Maintenance costs can be absorbed within a regular school budget.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Beverly Lloyd, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.

Developmental Funding: USOE Right to Read, ESEA Title IV-C, and Local   JDRP No. 79-2   Approved: 2/16/79

Compiled Summer 1981

PROJECT

HOSTS: Help One Student To Succeed

A diagnostic/prescriptive/tutorial approach to basic reading skills.

target audience

Approved by JDRP for students who need remedial reading instruction, grades 2-12. It has been used in other settings with kindergarten and first-grade students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The HOSTS program operates from a learning resource center staffed by a reading specialist and an aide. Students in the HOSTS program are first evaluated, then individual prescriptions are developed, matching coded instructional materials to identified reading deficiencies. Informal reading inventories are used to screen and identify students. Each student in the project is then given a number of criterion-reference tests to pinpoint individual reading deficiencies. From these tests a reading profile is developed by the specialist, recording the student's ability levels in the various skills areas. Individual lessons are developed from this profile. The HOSTS Cross Referencing Manuals are used by the instructional staff to plan prescriptive programming tailored to individualized needs. In addition, specific directions for tutor implementation of the prescribed program lessons are included in the student profiles. Daily student progress is recorded by the tutors and incorporated into the profile as well. Teaching procedures in the HOSTS program are designed to enable teachers to discover the abilities of each student and then allow the student to advance at his/her individual learning rate. The instructional climate is humane and reflects concern for each student's worth. Community volunteers work as tutors on a one-to-one basis with students, following prescriptions developed for each student by the reading specialist.

evidence of effectiveness

Program evaluation consists of normative (CTBS, CAT) and criterion-referenced tests. Student achievement scores indicate that, on the average, students doubled their learning rate while in HOSTS. Specific gains by grade levels are available in a detailed report. (Financial and evaluation data collected 1973-81.) Data from adoption sites indicate student gains averaged over 14 NCE (Normal Curve Equivalency) scores.

implementation requirements

Potential adopting districts are selected on the basis of the following criteria: needs assessment, district's resources (commitment), evaluation plan, and willingness to serve as a model for others. Potential adopters will be asked to send key personnel to visit the developer project. Upon completion of the visitation period, those districts that remain interested may apply to become HOSTS sites.

financial requirements

Start-up cost ranges from $30 to $115 per pupil. Continuation cost ranges from 50¢ to $12 per pupil per year, depending upon existing resources. (Figures based on 2,000 target pupils.)

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Bill Gibbons, Executive Director, HOSTS Non-Profit Corporation, 5802 MacArthur Blvd., Vancouver, WA 98661. (206) 694-1705 or 693-1775.

Developmental Funding: USOE ESEA Titles I, II, and III

JDRP No. 75-6 Approved: 1/15/75

Compiled Summer 1981

PROJECT

INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation

A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition.

target audience

Approved by JDRP for grades 3-6. This program has been used in other settings with grades 1-2 and 7-12, language arts, English content-area classes, college basic skills programs, adult education programs, special education programs, and independent and supplementary programs in written composition, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

At least three times a year, the teacher evaluates writing samples composed by students on self-selected topics. Utilizing criteria common to nearly all language arts programs, the teacher is then able to assign priorities to the needs of the whole class, groups of students, and individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or rewriting techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record keeping system permits students, teachers, administrators, and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with existing language arts curricula and objectives.

evidence of effectiveness

Since 1971, evaluations utilizing holistic or criterion-referenced designs with writing samples from students, grades 1-12, in a variety of settings (urban, suburban, and rural) consistently show significant gains in vocabulary, sentence structure, organization, mechanics, and grammar for students in ILA classes.

implementation requirements

District makes a definite commitment to improving basic writing skills of all students. District sends initial cadre of teachers and administrators to New Jersey (or elsewhere by arrangement) for two-day training and purchases copies of Teacher's Resource Manual and Management Manual (for administrators). District assumes responsibility for extending program to other grades, classes, and/or schools in future years, with trained administrators conducting inservice programs. District reports to project (directly or through NDN Facilitator) on extent and quality of implementation.

financial requirements

District assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. District assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff. Teacher's Resource Manual: $10 per copy. Management Manual (for administrators): $2 per copy.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site only during three to four weeks throughout the year (all expenses must be paid, including trainees' travel and per diem, and $10 for manual). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Jeanette Alder, Project Director; Woodrow Wilson School; Hauxhurst Ave.; Weehawken, NJ 07087. (201) 865-1506.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-55 Approved: 5/23/74

Compiled Summer 1981

PROJECT

PROJECT INSTRUCT

A program to correlate all language skills instruction around the sequence of skills used in the school's basal reader, with special emphasis on spelling; and to improve teacher skills in working with the "hard to teach."

target audience

Approved by JDRP for students grades K-3 and low achievers in grade 4.

description

Project INSTRUCT correlates reading, spelling, handwriting, and composition programs to make instruction more efficient and more effective. Learning tasks are simplified for students, instruction in each area reinforces instruction in the others, and the teacher makes more efficient use of time so that effective instruction occurs in all language skills areas. Learning tasks are divided into discrete units for ease in student mastery and teacher monitoring of individual student progress. INSTRUCT tailors its program to the needs of local adopters by offering a variety of program options. INSTRUCT options can be adopted in any combination. Options include:

Correlating Language Skills -- Spelling, Handwriting, Composition: All language skills instruction is based on the sequence of skills provided by the adopter's basal reading series. Program features include teaching students to spell high-frequency vocabulary words as they are introduced in the reading program; teaching students to spell phonetically regular words based on high-utility phonic generalizations as they are introduced in the reading program; and materials that reinforce reading and spelling skills.

Word-Attack System: INSTRUCT offers a system for monitoring decoding skills that extends from readiness to advanced levels. The word-attack system has the following elements: skills array, pre/post criterion-referenced tests, record keeping devices, and instructional supports (games, take-homes, parent-volunteer program, coded commercial materials).

Direct Teaching Techniques: INSTRUCT trains teachers to succeed with the hard-to-teach through direct multi-sensory instruction which provides multiple practices, immediate error correction, and positive feedback. Teachers acquire a concise method of teaching vocabulary words to mastery, using sight, phonic, word structure, and contextual methods. They learn classroom management skills to increase efficiency in planning and delivering instruction. They learn to use the limited time available in a way that provides sufficient practices so that even students who have difficulty will master the skills.

evidence of effectiveness

Data gathered in 1973 with Metropolitan Achievement Tests subtests showed that students in Project INSTRUCT schools scored significantly higher than controls in reading (raw score subtest differential of 1.46 between INSTRUCT group and control group) and in word knowledge (raw score subtest differential 1.60). Progress of students in lower range of scores was even more significant than for the overall group.

implementation requirements

Adopters complete a local adoption plan and provide necessary student materials. Administrators, teachers, and aides involved in implementation attend INSTRUCT training sessions at adopter site. Correlation of Language Skills requires two days of training; Word Attack, two days; and Direct Teaching Techniques, 40 hours, best divided into two or three sessions. Each basal reader series requires its own set of materials. Materials for most of the popular basals are now available at cost from INSTRUCT, or schools may develop their own. Reporting of evaluation results is now required by USOE in its contract with INSTRUCT.

financial requirements

Materials for Correlating Language Skills and Direct Teaching Techniques cost less than $2 per student. Start-up and maintenance for Word Attack cost approximately $2 per student. INSTRUCT trainer costs ($175 per day plus expenses) must be met by adopters.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including stipend). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Carl Spencer; EDUPLEX, Inc.; 1931 Berkshire Rd.; Upper Arlington, OH 43221. (614) 488-8825.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-37 Approved: 5/14/75

Compiled Summer 1981

PROJECT

KENOSHA MODEL: Academic Improvement Through Language Experience

An individualized program to improve communication skills utilizing the language experience approach.

target audience

Approved by JDRP for students grades K-2. This program has been used in other settings with grades 3-10, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Public and nonpublic school classroom teachers refer low-achieving students to the Title I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students in the greatest need. A Personalized Performance Plan is developed that considers the area of deficiency, the student's learning style, and the instructional techniques to be followed in correcting the deficiency. The plan is flexible and can be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken, and read about that which they have written. At the parent project, a teacher and two aides serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,200 students during the school year and 450 in the summer. Intensive inservice and parent participation are essential components of this program.

Target schools are established by ESEA Title I low-income guidelines. Students served are selected from those scoring in the lowest quartile on standardized tests. Kindergarten students are selected from those referred by classroom teachers.

evidence of effectiveness

Students evaluated are from low-income urban schools. The JDRP validation is based upon positive results on the Peabody Picture Vocabulary Test and the Peabody Individual Achievement Test. Recent results on the PPVT, PIAT, and Gates-MacGinitie in grades K-10 show an average growth in excess of 1.5 months per month in the program.

implementation requirements

The staff must be committed to the language experience approach to instruction. Close liaison between the resource room and classroom is required. All teachers should have classroom experience plus additional education in communication skills. Potential adopters are encouraged to send staff members to visit the program.

financial requirements

In addition to the staff required for program implementation, approximately $10 per student is required for materials.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact

Tom Zuhlke, Program Director; Kenosha Unified School District; 812 50 St.; Kenosha, WI 53140. (414) 656-6378 or -6380.

Developmental Funding: USOE ESEA Title I

JDRP No. 78-184 Approved: 5/23/78

Compiled Summer 1981

PROJECT

MODEL CLASSROOMS: Classroom Management

A classroom management system that allows each student to work within the regular classroom at his/her individual math, reading, and language achievement levels.

target audience

Approved by JDRP for all students, of all ability levels, grades 1-6.

description

This Washington State program was developed by Urban Rural Racial Disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher, determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week.

Training workshop is conducted either at the adopter site or at a regional workshop. During the workshop, participants learn to select and organize placement tests, cross-reference materials, design class profile sheets, develop a teacher-student conference system, determine essential elements of a classroom discipline system, and establish a student-managed classroom organizational plan.

Implementation of Model Classrooms puts school districts in compliance with the Washington State Learning Objectives Law. This law requires the identification of reading, math, and language arts students' learning objectives. Student growth is determined by assessing each pupil's achievement of the stated objectives.

evidence of effectiveness

Standardized achievement tests are used to measure gains. Evaluation results indicate that the mean Normal Curve Equivalency (NCE) gains in math and reading are significant (.01), ranging from 5.0 to 14.3 NCEs. There is also demonstrated improvement (.01) in attitude toward school among students with previously negative attitudes.

implementation requirements

Model Classrooms is implemented in existing regular classrooms with no more than 30 students. All materials are commercially available. No special materials or equipment are required. Videotapes and audiocassettes can be made available to workshop participants for use during workshop and at home site.

financial requirements

Approximately $200 for materials and supplies per classroom. Teacher or administrator training workshop stipends. Developer/Demonstrator fees and expenses.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site or at regional workshops (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negoiated).

contact

Sherry Avena; Model Classrooms; 4095 173rd Place S.E.; Bellevue, WA 98008. (206) 746-0331.

Developmental Funding: Ed. Regional Research Prog.,
Voc. Rehab. Coop. Research Act, and State

JDRP No. 78-170 Approved: 3/27/78

Compiled Summer 1981

PROJECT

NEW ADVENTURE: Success Strategies for Reading and Language (NA[illegible]L)

Comprehensive early childhood language arts and classroom discipline.

target audience

Approved by JDRP for students of all abilities, grades K-3, and elementary school faculties. This program has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive, and behavioral techniques more commonly used by reading clinicians and psychologists. Such clinical approaches are combined with proven traditional methods to help teachers meet the wide range of pupil performance found in today's classrooms and remedial classes. Strategies useful for working with remedial, normal, and gifted students include: ongoing teacher diagnosis of reading, language, and thinking skills; special remediation of severe language deficits; efficient classroom organization and management; large-group, small-group, and individual study; attention to spoken vocabulary, psycholinguistics, reading, grammar, standard English, writing, and critical thinking skills; a wholesome yet stimulating learning environment; and effective discipline.

This program is a combination of individualized techniques for basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept.

Adoption may involve the total curriculum project or any one of three program components: Psycholinguistics, Oral Language, and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers; all training materials, including instructional modules for each professional staff member and an implementation/management kit are also provided. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days required for these workshops depends on the number of components chosen.

evidence of effectiveness

Developmental research with approximately 1,000 K-3 pupils showed significant gains in reading (measured by Gilmore Oral Reading Test and Comprehensive Test of Basic Skills [CTBS]), psycholinguistics (Illinois Test of Psycholinguistic Abilities), mental age (Peabody Picture Vocabulary Test, CTBS), I.Q. measures (Wechsler Intelligence Scale for Children), and attitudes toward school.

implementation requirements

For component adoptions: participation in a two- or three-day workshop at adopter site (or a central location) is required. For total curriculum adoption: a local trainer/coordinator must participate in a five-day training seminar at D/D site or in a three- to five-day total curriculum workshop at adopter site.

financial requirements

Initial training provided free. Materials charge: $15 per component per teacher (actual cost). Travel and per diem required for training workshop personnel, or for local person to travel to D/D site. Start-up costs for student materials, $0-$10 per child, depending on what is already available at adopter site.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site in spring and early fall (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact

June Johnson, Director; New Adventure; W. T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32308. (904) 877-8595.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-71 Approved: 5/23/74

Compiled Summer 1981

PROJECT

THE NEW JERSEY WRITING PROJECT

A teacher training program that improves student writing.

target audience

Approved by JDRP for teachers and students grades 7-12, all ability levels. It has been implemented K-6 as well, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The New Jersey Writing Project is a state-wide writing program based on a thorough knowledge of the composing process. This project is predicated on the following assumptions: writing is a process and a mode of learning; teachers of writing should write; teachers teaching teachers accomplishes efficient curriculum change; theory about and assessment of writing should enhance classroom practices.

The program involves three stages: teacher training, implementation and staff development, and assessment. The teacher training stage is a three-week summer institute for teachers from multiple districts in the same geographic region. Each day of the training program is divided into a writing/sharing morning session and a theory presentation in the afternoon. The second stage is a two-part program. First, returning teacher consultants introduce writing as a process into their classrooms. Within the confines of the regular English period each teacher provides time for students to write in class. All students are instructed in the process of effective editorial feedback. Teachers do not have to edit each student's paper because students do that for themselves and for others. Second, in addition to implementation in the classroom the returning teachers begin staff development programs suited to the unique needs of district curricula. The third stage involves the development and use of assessment instruments and procedures. This evaluative phase encompasses the following components: students' writing samples; training for teachers in holistic scoring; and teacher and student writing attitude surveys.

evidence of effectiveness

Writing samples obtained in October and May from 1,400 students in eight treatment districts and seven control districts representing urban, suburban, and rural New Jersey were scored using a holistic method developed by Educational Testing Service. Regression analysis, adjusting posttest scores for pretest scores, indicated that the difference between treatment and control groups was highly significant ($p \leq .001$), amounting to 45.5% of the standard deviation of the posttest distribution.

implementation requirements

The program should be adopted by a group of districts wishing to work jointly on student writing. Training is required. One or two district teachers receive intensive training and return to their schools to train others.

financial requirements

Costs are limited to training. Training for a group of 25 teachers from 10-20 districts at adopter site: a trainer for three weeks, $1,500; travel and residency for the trainer, if required, approximately $1,500; payment or credits for participating teachers as per local option; paper and supplies, $300; texts per participant, approximately $25; two release days per participant for evaluation data analysis.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site in three-week sessions during July and August (adopter pays only its own costs). Training is also available at adopter site, usually in three-week full-day sessions in June, July, or August (all expenses must be paid, including trainer's stipend, cost of training materials, and trainer's travel and per diem). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Linda Waitkus, Project Director; South Brunswick Township Public School; 1 Executive Dr.; Monmouth Junction, NJ 08852. (201) 297-7800.

Developmental Funding: National Endowment for the Humanities JDRP No. 79-19 Approved: 5/23/79

Compiled Summer 1981

PROJECT PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Effective Utilization of Staff -- Personalized Approach to Continuous Education

A locally developed, personalized approach to continuous progress in reading -- a comprehensive developmental program.

target audience

Approved by JDRP for students in grades K-6.

description

Project PEGASUS-PACE seeks to accelerate students' reading achievement and to help teachers enhance their effectiveness through a locally developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for 17 sequential reading levels (K-8). Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level.

Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning-resources file organized according to PEGASUS-PACE levels and skills.

The PEGASUS-PACE Continuous Progress Reading Program is compatible with any organizational staff arrangement, such as open-space, nongraded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful.

This project's adoption site, PEGASUS, in Princeton, Illinois, has also been approved by JDRP (January 9, 1979, JDRP No. 1).

evidence of effectiveness

In addition to meeting the core criteria for pre/post summative evaluation, assessed through a comprehensive evaluation design, the project met a large number of non-linear-based objectives. Before the project was developed, achievement scores of students at the primary target school had shown a steady trend of regression. At the end of the third developmental year, more than 75% of students who had entered program as first graders scored at or above the median of national norms on the appropriate level of the Gates-MacGinitie Reading Tests.

implementation requirements

The program is implemented by classroom teachers, rather than by special reading teachers. Some training is necessary both prior to and during implementation. A two and a half day workshop is offered prior to implementation. Adopter sites are expected to schedule release time on a regular basis for staff development. Adopter schools receive permission to reproduce copyrighted materials. For all 17 levels, a Master Volume is available; it contains: Objectives and Skills Check Sheet, Teacher's Guide and Key, Learner-Use Diagnostic Instrument. For levels 9-16, Learner-Use Answer Sheets are also included.

financial requirements

The Master Volume costs $50; reproduction costs have proved to be extremely low (between 40¢ and 80¢ per student per year). Cost of locally purchased file folders for Resource File, approximately $45. Cost of locally purchased file folders for student records varies with number of students. Informal reading inventories for each teacher cost approximately $6 each. Expenses for initial training at the adopter or D/D site vary, as do costs of training a local resource person (Associate Trainer).

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site from October to April (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact Marie Sinclair, Project Director; Tuscaloosa City Board of Education; 1100 21st Street East; Tuscaloosa, AL 35405. (205) 759-5705.

Developmental Funding: USOE ESEA Title III JDRP No. 1 Approved: 4/16/73

Compiled Summer 1981

PROJECT

PRE-ALGEBRA DEVELOPMENT CENTERS

A complete one-year program to develop students' basic conceptual/computational mathematics skills and prepare them for algebra.

target audience

Approved by JDRP for regular mathematics classes at the seventh- and eighth-grade levels, eight-week summer mathematics programs for students entering high school, and remedial mathematics programs at the high school level.

description

The curriculum design develops students' basic computational and conceptual skills through five units of concentration: Ratios and Proportions, Fractions, Decimals, Percent, and Metric Measures.

The program's curriculum materials are based on mathematics principles, called Tools of the Trade, which provide a foundation for teaching all concepts and for further learning in mathematics. Tools of the Trade include Ratios and Proportions; One -- Its Name and Properties; Place Value; and the Additive and Subtractive Properties of Numbers. The program's original instructional approach involves mathematics laboratory instruction, regular classroom instruction, and individualized diagnosis and remediation (LCD technique) coupled with reading in mathematics.

Training covers math lab techniques, individualizing for math instruction, techniques for building a conceptual foundation for mastering basic mathematics skills, and use of the program materials.

Key Elements: three-day intensive training; use of Pre-Algebra unit packs for instruction; use of the laboratory classroom diagnosis and remediation technique (LCD); use of Tools of the Trade for instruction; evaluation of the program's effectiveness.

evidence of effectiveness

Evaluation studies showed that approximately 80% of project students scored an average gain of two grade levels (Stanford Achievement Test) and were subsequently enrolled in algebra. A longitudinal study of the program shows that 92% passed algebra with a high degree of success, 8[illegible] took additional mathematics courses beyond algebra, and 15% took four years of high school mathematics.

implementation requirements

The program operates in regular classrooms. The regular class schedule can be adjusted to accommodate all phases of the program. Required are: three-day intensive training, the program text materials, and materials for the lab, including manipulatives and a diagnosis/remediation kit.

financial requirements

Adoption costs depend on the number of students to be taught, teachers to be trained, and attendance centers involved. Text materials: $7.50 per student. Laboratory materials: approximately $1,000 (may be used by as many as 500 students).

services available

Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Dorothy Strong; Pre-Algebra Development Centers; 228 N. LaSalle St., Room 838; Chicago, IL 60621. (312) 641-4062.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-33 Approved: 5/13/75

Compiled Summer 1981

PROJECT

PROJECT R-3: Readiness, Relevancy and Reinforcement

A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness.

target audience

Approved by JDRP for students of all abilities, grades 7-9. This program has also been used with elementary, high school, and alternative school audiences, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its competency-based curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and career awareness development.

evidence of effectiveness

The overall reading achievement gain for 1972-73 on the Comprehensive Test of Basic Skills (CTBS) Form R Level 3 exceeded normal expectations by three months. Per-month average gains were 1.4. The overall mathematics achievement gain for 1972-73 on CTBS was two years for eight months in the program. Highest gains were in Computation and Concepts (2.3 and 1.9). Lowest gain was in Math Application (1.3). An outside evaluator is contracted for both product and process evaluation.

implementation requirements

Reading and mathematics teachers should have a knowledge of the diagnostic/prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Approximately 50 hours of inservice work are accomplished by each staff member in a given year.

financial requirements

The basic materials of a secondary-level reading program can be utilized. Special prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Pauline E. Perazzo; 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or -1112.

Developmental Funding: State

JDRP No. 74-13 Approved: 2/20/74

Compiled Summer 1981

PROJECT READING ENGLISH ROTATION PROJECT

A rotating classroom approach to teaching reading skills to students in grades 7-9. Not a pull-out model.

target audience Approved by JDRP for grades 7-9.

description An organizational pattern has been designed to take into account the characteristics of the students and to identify and meet their individual needs. Students are divided into small, flexible groups of six to ten, which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 50 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through a variety of reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. This is a team-teaching approach that emphasizes the integration of the basic communication skills, as opposed to a pull-out model.

evidence of effectiveness The mean gain for the 104 participants during FY 1972 was 1.3 years (Gates-MacGinitie). The average achievement prior to the project was 2.65 years in six years of schooling. Over a 10-year period, participants have averaged one month's growth in reading per month of instruction, as measured by standardized achievement tests.

implementation requirements Two state-paid teachers, one lead reading teacher (Title I), and four federally paid paraprofessionals are required. This staffing equals one rotation and/or 60 students which equals three classrooms. Materials already found in most schools are used.

financial requirements $15 per student, excluding personnel.

services available Awareness materials are available at no cost. Visitors are welcome between October and April by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Follow-up services are available to adopters (costs to be negotiated).

contact Marcelyn Hobbs, Program Director; Reading English Rotation Project; Norris School; McDuffie County Schools; Thomson, GA 30824. (404) 595-3527.

Developmental Funding: USOE ESEA Title I JDRP No. 35 Approved: 6/4-5/73

Compiled Summer 1981

PROJECT SCHOOL VOLUNTEER DEVELOPMENT PROJECT

A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

target audience

Approved by JDRP for students in grades 2-6 who are functioning one or more years below national norms in reading and mathematics, for teachers desiring tutor assistance, and for volunteer community members. It has been used in grades K-1 and 7-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials; recruitment procedures to generate a resource pool of volunteers; training for volunteers and teachers who use these services; and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are provided in addition to inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two administrative reference books, handbooks, and training materials (one filmstrip-tape) for training volunteers, teachers, and administrators. Three training modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

evidence of effectiveness

A pre/posttest control group design was used to evaluate two specified outcome objectives for reading and mathematics, grades 2-6, with the Stanford Achievement Test and Metropolitan Reading Achievement Test. Results of data analysis indicate that pupils in grades 2-6 performing one or more years below national norms who were tutored by project volunteers made significant achievement gains over nontutored control groups (seven months for each month of tutoring).

implementation requirements

Adopters must appoint a project coordinator; this person may be a staff member or a volunteer. Adopters must operate the project in at least one school and evaluate the effect of the project on student achievement. The number of staff required depends on the number of students served.

financial requirements

Based on a paid coordinator, the total per-pupil cost per school year is $2.25 (31¢ for start-up, 38¢ for management, $1.56 for operation). This cost can be reduced to approximately 70¢ if the adopting school or district uses a staff member or volunteer to coordinate the program.

services available

Awareness materials are available at no cost. Visitors are welcome at project site on the third Thursday and Friday of each month. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact Gina Craig, Project Director, or Johanna Bullock, Coordinator of Training; School Volunteer Development Project; 1410 N.E. Second Ave., Miami, FL 33132. (305) 371-2491.

Developmental Funding: USOE ESEA Title III JDRP No. 75-79 Approved: 12/18/75

Compiled Summer 1981

PROJECT

STAMM: Systematic Teaching And Measuring Mathematics

A complete mathematics curriculum for kindergarten through Algebra II-Trigonometry, including alternative high school courses.

target audience

Approved by JDRP for students of all abilities, grades K-8. This program has been used in other settings with grades 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The major objective of the program is to provide continuous progress in mathematics for the entire school experience of all students, kindergarten through senior high school. The STAMM program represents a complete system that can be adopted or adapted by other districts. A framework of objectives and assessment by criterion-referenced tests are basic to STAMM. Careful monitoring of student progress, measurement of mathematics competencies, and alternative courses at the high school level are featured. The program may be used successfully in many different classroom situations, including small-group instruction, large-group instruction, individualized instruction, team teaching, and math lab. Resource material is provided for each objective; textbooks, manipulative materials, and teacher-made resources may be incorporated as well.

Since STAMM is based on continuous progress, it is important for a school using STAMM to keep complete records on each student and to test each student's progress frequently. This enables a teacher, in the fall, to continue a student from where he/she left off in the spring. A teacher with one grade level of students may need to be familiar with more than one level of the program to accommodate continuous progress.

The basic skills continuum for grades K-8 is covered in levels A, B, C, D, E, F, GE, G, and H. High school courses are defined for Mathematics Competencies, Algebra I, Geometry, Algebra II, Trigonometry, Applied Math, Vocational Math, and Rapid Calculation.

Special materials are packaged for Title I and special education emphasis for use in regular classrooms and labs.

evidence of effectiveness

Between two thirds and three fourths of all Jefferson County students now score above the national norm on the Comprehensive Test of Basic Skills at grades 4, 6, and 8. This achievement has been consistent from 1973 through spring 1980. Prior to implementation, roughly half the students scored above the national norm.

implementation requirements

STAMM guides, tests, and workbooks may be used by a single teacher or an entire school system. The more levels involved in implementation, the greater the gains from the continuous-progress aspect of STAMM. A two-day training session prior to implementation is recommended. Weekly or monthly meetings are recommended for the local staff. STAMM does not dictate teaching style, and may be used in any classroom setting. Textbooks may be used as an integral part of the program, but experience advises that they be supplemented with teacher-made or STAMM resource materials.

financial requirements

STAMM teachers' manuals, K-12, $15 each. Each teacher needs one manual for each level or course taught. Test books and workbooks: $3.25 each for single copies, $2.75 each for 11-100 copies, and $2.50 each for 101+ copies.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site on Sept. 10-11 and Nov. 16-17, 1981; Feb. 8-9, 1982 (costs to be negotiated). Training is primarily available at adoptor site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Glyn H. Sharpe, STAMM Project Director; Jefferson County Schools; 1209 Quail St.; Lakewood, CO 80215. (303) 231-2341.

Developmental Funding: USOE ESEA Title III

JDRP No. 76-87 Approved: 6/23/76

Compiled Summer 1981

PROJECT STUDENT TEAM LEARNING: Intergroup Relations

A set of instructional techniques placing students in four- or five-member multiethnic learning teams to master basic skills.

target audience

Approved by JDRP for students grades 5-12. It is now used in grades 2-4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Student Team Learning (STL) consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance. In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The students' quiz scores are summed to form a team score, which later is printed in a weekly newsletter. TGT is similar to STAD, except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STL is the umbrella term for these three programs. Two STL programs have JDRP approval of their own. STAD is approved for language arts and TGT for language arts and math. Any district that adopts STL also adopts STAD and TGT.

Student Team Learning can be used with the teacher's manual and teacher-made curriculum materials alone. Inexpensive materials in mathematics, language arts, and nutrition are available (see below). The techniques are very practical. They are in use in hundreds of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent because the team goal and team interactions allow students to view one another positively. There is no specific mention of race or ethnicity in the program. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

evidence of effectiveness

Six studies have shown that Student Team Learning techniques increase intergroup friendships significantly more than control methods. The studies were conducted in integrated inner-city, rural, and suburban schools, and involved white, black, and Mexican-American students. Student Team Learning techniques have had positive effects on learning in the areas of mathematics, language arts, social studies, and reading, as well as on self-esteem, mutual concern, and liking for school.

implementation requirements

Individual teachers can use Student Team Learning with the manual alone or with the available training filmstrip/tape. Participation in a six-hour workshop is recommended.

financial requirements

Manual and materials for Student Team Learning with teacher-made materials, $3. Manuals with single copies of worksheets and quizzes for 20 one-week units (language arts 3-6, language arts 7-8, mathematics 3, 4, 5, 6, 7, and 8, consumer math, nutrition 4-6 and 10-12), $10 each; language arts 3-6 (100 units), $25. Supplementary manuals for reading, mathematics, language arts, social studies, mainstreaming, and class management, $1 each.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Ruth H. Carter, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.

Developmental Funding: National Institute of Education JDRP No. 79-19a Approved: 2/15/79

Compiled Summer 1981

PROJECT STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD): Language Arts

An instructional technique placing students in four- or five-member heterogeneous learning teams to master basic language skills.

target audience

Approved by JDRP for students of all abilities, grades 4-9. This program has been used with students in grades 2-3 and 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

STAD is one of three Student Team Learning instructional processes. In STAD, students are assigned to four- or five-member teams. Each team is composed of a relatively high-achieving student, a low achiever, and two or three average achievers. Teams are composed of both minority and nonminority students, boys and girls.

The teacher using STAD follows a regular pattern of activities, the first day teaching a lesson on the class objective. The next day, students go into teams to study the material the teacher has presented. The students use worksheets and answer sheets to help each other study the material and to assess their mastery of it. During this time, students typically quiz each other, explain problems, and mutually help each other become proficient in the skill. Finally, students take a 15-minute quiz on the material with no help from their teammates. Each student earns quiz points determined by comparing his/her score with scores of students on other teams who have about the same past academic performance. Individuals' points are compiled into team scores, and team scores are recognized in a class newsletter at the end of the week.

Students using STAD in language arts typically learn more than students in traditional control classes, especially as measured by standardized tests. STAD students also gain more than control students in liking for school, self-esteem, positive relationships with students of different races, and other outcomes. STAD can be used with teacher-made materials or with inexpensive materials available from the project. It is easy to learn and use, and there are project trainers all over the United States able to help teachers learn to use STAD in the classroom.

evidence of effectiveness

Six studies have shown that STAD students achieve two or three times more than would be expected, based on standardized test norms. Studies were conducted in urban, rural, and suburban schools with students in grades 4-6. Tests used were Hoyum-Sanders English Test and Comprehensive Test of Basic Skills Language Mechanics and Language Expression Subscales.

implementation requirements

Individual teachers can use STAD with the teacher's manual alone or with the manual plus the training filmstrip-tape. Available curriculum materials save teachers the task of making worksheets and quizzes. A two-hour workshop is recommended but not essential. Part of the Student Team Learning program, STAD can be implemented along with the other Student Team Learning methods or by itself.

financial requirements

Teacher's manual (all Student Team Learning techniques), $2. Manual set (manual, forms, and other Student Team Learning materials), $3. Awareness/training filmstrip-tape, $15 (refundable). Curriculum materials for language arts: grades 3-6 (20 one-week units), $8, grades 3-6 (100 one-week units), $25, grades 7-8 (20 one-week units), $8. Supplementary manual, $1. No special equipment or staff needed.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Ruth H. Carter, Dissemination Coordinator, Center for Social Organization of Schools, 3505 N. Charles St., Baltimore, MD 21218. (301) 338-8249.

Developmental Funding: National Institute of Education JDRP No. 79-12 Approved: 6/17/79

Compiled Summer 1981

PROJECT

TALK: Teaching Activities for Language Knowledge

A program improving expressive and receptive vocabulary skills and language, grades K-3.

target audience

Approved by JDRP for elementary students grades K-3 scoring at the 50th percentile or below on a standardized reading test.

description

A language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms. The participating classroom teacher remains in the classroom during lessons demonstrated by the language specialist, teaches weekly follow-up oral language lessons assigned by the language specialist from the TALK lesson manual, and completes a brief evaluation of the TALK lessons conducted. A TALK lesson manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story-telling, creative dramatics and puppets, and speaking and hearing science.

evidence of effectiveness

Statistically, TALK has shown that all K-3 students can significantly improve their receptive and expressive vocabularies. Tests utilized: Wechsler Preschool and Primary Scale of Intelligence vocabulary subtest, Wechsler Intelligence Scale for Children vocabulary subtest, and, as a receptive measure, the Peabody Picture Vocabulary Test, Form A.

implementation requirements

The adopting district must provide a speech and language clinician or an elementary teacher with a background in language development or reading for one hour per week for each classroom receiving TALK. The TALK program can be adopted by as few as one language specialist and two classroom teachers in a school district. After language specialists have been trained in program methods and procedures, they can train other personnel in the local district. TALK staff assist each adopting district, designating an evaluation battery to assess the effectiveness of the program as it is implemented. A certified psychologist must be available during the pre- and posttesting periods.

financial requirements

A minimum of two hours of release time per week must be provided for a speech and language clinician or teacher to service two classrooms. Each language specialist and classroom teacher must have a copy of the TALK instructional manual, $35. A TALK training manual, $10, is suggested for each school district.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Roberta Stiles, Project Coordinator; Muldoon Center; Rockford School District #205; Rockford, IL 61102. (815) 964-7019.

Developmental Funding: USOE ESEA Title III

JDRP No. 78-189 Approved: 7/11/79

Compiled Summer 1981

PROJECT

TEAMS-GAMES-TOURNAMENT (TGT)

An instructional method using cooperative teams and game tournaments to increase student learning of basic skills.

target audience

Approved by JDRP for pupils of all ability levels, grades 3-12.

description

Teams-Games-Tournament (TGT) is an instructional method that reorganizes the classroom by dividing pupils into four- or five-member groups for study and peer tutoring on worksheets. Individual group members then play instructional games against members of equal ability from other groups to score points for their teams. The TGT instructional method is appropriate for any curriculum unit (grades 3-12) that offers basic skills or factual information to heterogeneous groups.

Teachers may use only the TGT Teacher's Manual or may include the worksheets and games already developed by the Center which cover specific instructional objectives. TGT is designed to supplement traditional lecture or drill methods, individualized instruction, or performance-based instruction. The TGT instructional process is carefully sequenced to enhance academic achievement, but teachers may adapt and change elements to meet certain objectives.

TGT curriculum units are designed for six to eight weeks' use in each class period, although shorter units may be completed in three to four weeks. The units help to improve basic skills, promote positive pupil attitudes toward schoolwork and classroom experiences, and increase cooperation through peer tutoring.

evidence of effectiveness

Ten experimental studies have demonstrated positive TGT effects on academic achievement in math and language arts. Each study employed a control group and pre- and posttest measures of standardized achievement (Stanford Achievement Test in Mathematics, Hoyum-Sanders English Tests), plus treatment-specific tests. Four experimental studies have shown very positive TGT effects on classroom race relations.

implementation requirements

Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training followed by workshop training (one half day). If TGT's published curriculum materials are used, no teacher development of materials is required.

financial requirements

Basic starter kit for use with teacher-made worksheets and games is available for $3. Objectives-based curriculum materials (worksheets and game sheets) available for reproduction: Language arts, grades 3-8, 100 objectives, $25; 20 usage objectives, $8. Mathematics, grades 3-8, 20 basic objectives per grade level, $8 per grade level.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Ruth H. Carter, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.

Developmental Funding: National Institute of Education

JDRP No. 75-81 Approved: 12/18/7

Compiled Summer 1981

PROJECT

TITLE I CHILDREN'S PROGRAM: *Learning To Read Through the Arts*, Division of Curriculum and Instruction, New York City Board of Education

An intensive, individualized remedial reading program presented through the arts.

target audience

Approved by JDRP for children, grades 4-6, who are reading at least one year below grade level and who are Title I eligible (some seventh graders accepted as apprentices).

description

Reading teachers, classroom teachers, and specially trained professional artists/artist teachers work with Title I eligible children at sites in each of the boroughs of Manhattan, Staten Island, Queens, Brooklyn, and the Bronx. At the developer site, children in grades 2-6 are served, as well as special education students. The program is also suitable for grades K-1 and 7-12, and adopters have used the program with those audiences. The program is associated with major cultural institutions in New York City: the Queens Museum, the Staten Island Children's Museum, the Bronx Museum of the Arts, the New York Aquarium, the Brooklyn Museum, and Ballet Hispanico of New York. This intensive, individualized reading program focuses on improving reading skills through student involvement and interest in the arts. It integrates a total art program with a total reading program. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the classroom/reading teachers in small groups or individually for an average of three hours per week. Students receive additional reading instruction for at least one and a half hours a week in reading-oriented arts workshops in such areas as dance, music, theater, crafts, sculpture, painting, printmaking, super 8 film, and photography. The resources of museums, cultural institutions, universities, resource centers, and libraries are used, and special programs related to the content of project workshops are scheduled for students on field trip/special event days. There is an annual Learning to Read Through the Arts exhibition of work by participating students, and/or a performing arts and film festival. A series of parent workshops is also held. Preservice and inservice training are available.

evidence of effectiveness

At the time of validation, participating students in a six-month program improved an average of 1.78 school years (based on a 10-month school year) as measured by the California Achievement Test (Reading) Level 2, and 8.4 months (based on a 10-month school year) as measured by the California Achievement Test (Reading) Level 3.

implementation requirements

Reading teachers/classroom teachers, professional artists, and/or artist teachers are trained in the Learning To Read Through the Arts methodology. Teacher-made pupil-oriented materials, instructional devices, filmstrips, records, tape recordings, media libraries, books on the arts, and art and audiovisual supplies are used. Program hours and times are adaptable to adopters' needs and scheduling requirements.

financial requirements

Training materials are available at no cost to adopters as long as the supply lasts. Cost of program implementation depends on available personnel. Cost of art supplies and equipment depends on the reading-oriented workshops that are implemented. Excluding costs of personnel, each reading-oriented workshop costs approximately $400 per 25 students.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Bernadette C. O'Brien, Project Director; Title I Children's Program: Learning to Read Through the Arts; Division of Curriculum and Instruction; New York City Board of Education; 131 Livingston St., Room 601; Brooklyn, NY 11201. (212) 787-0470 or -7582.

Developmental Funding: USOE ESEA Title I **JDRP No.** 74-18 **Approved:** 3/25/74

Compiled Summer 1981

PROJECT

VRP: Reading Power in the Content Areas (Vocational Reading Power)

A staff-development project designed to help content area teachers minimize the gap between student reading abilities and reading requirements of printed instructional material.

target audience

Approved by JDRP as a staff development project for vocational programs whose students represent a broad range of ethnic and socioeconomic backgrounds, grades 11 and 12. This program has been used in other settings at the postsecondary level and in junior and senior high nonvocational programs, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

VRP is a staff development program designed to make content-area teachers aware of the gap between student reading abilities and the reading requirements of printed instructional materials and to provide teachers with methods of minimizing the effects of that gap. VRP has successfully been adopted in more than 400 secondary vocational and nonvocational schools. The goals of the project are: to narrow the gap between student reading ability and the skill level required to read printed instructional materials; to enrich the knowledge, attitudes, and skills of content-area teachers as these relate to the use of textbooks and other reading-related activities; and to increase student learning of content.

The program consists of five components. Testing trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Readability Analysis provides teachers with the knowledge and tools to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and improve use of the printed materials to fit students' reading abilities. Fifteen Reading in the Content Area Modules provide for additional staff development in content-area reading. The modules, which are designed to be used in group or individual inservice, provide basic strategies and procedures that can be incorporated into any classroom curriculum. Vocabulary Development focuses on practical vocabulary activities that the teacher can incorporate into the total curriculum. In addition, for vocational adopters, project-developed vocational student reading-support materials in the form of 32 Occupationally Specific Key Word Glossaries are available. Instructional Materials System involves the development of a resource system that provides teachers with ready access to a wide variety of instructional materials in their fields.

evidence of effectiveness

Using the Gates-MacGinitie, Survey F, pretest comprehension data indicated 70% of project students were reading below eleventh-grade level and 20% below seventh-grade level. Posttest data revealed percentages of 57% and 12% respectively. Pre- and posttest gains were significant at the .05 level. A pre/post teacher training test indicated significant growth in teacher knowledge of test utilization and reading-related activities.

implementation requirements

A minimum of one staff person with a background in curriculum development and/or reading acts as part-time director/coordinator. Involvement of administrators, content-area instructors, and reading consultants (if used) is required. Once the district completes a training and implementation plan, the D/D provides a training workshop lasting two or three days, depending upon the needs of the adopting/adapting district. Staff development time must be provided.

financial requirements

No new equipment or staff are required. Cost of individual Key Word Glossaries varies; entire set of 32, $95. Adopters of this component may purchase glossaries for each student or one or two per classroom. Cost of individual Reading in the Content Area Modules varies; entire set of 15, over $600. Adopters of this component typically purchase a minimum of five modules and a maximum of one complete set. Training manual: $10. each. (Prices subject to change.)

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including travel and trainer fee of $150 per day). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Eileen Ostergaard, or Carol Burgess; The EXCHANGE; 166 Peik Hall; University of Minnesota;
Minneapolis, MN 55455. (612) [illegible]76-8234.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-45 Approved: 5/14-15/74

Compiled Summer 1981

PROJECT AIRS: Andover's Individualized Reading System

A diagnostic/prescriptive reading program designed to teach basic skills and foster independent enjoyment of literature.

target audience Approved by JDRP for students of all abilities, grades 1-6.

description AIRS basic skills for grades 1-6 are defined by a comprehensive set of behavioral objectives to which all instructional activities, materials, and tests are keyed. All reading instruction is teacher-directed in grades 1 and 2, where lesson plans are correlated to a specific publisher's text to build a strong phonetic base. When the basic decoding skills are firmly established, program comprehension, vocabulary, and handwriting components become more flexible to accommodate varied learning patterns. As students progress beyond beginning reading, more time is spent in individualized reading and literature discussion groups. As comprehension, vocabulary, and structural skills comprise an increasingly greater portion of reading instruction, individualized and free reading play a larger part in the curriculum. Student achievement at every level of instruction is monitored with cumulative criterion-referenced tests in phonics, spelling, and writing. Prior to instruction in comprehension skills, the student is given a pretest which is analyzed by the teacher. Results are recorded and used as a basis for skills grouping and lesson prescriptions. Individual learning packages contain all elements necessary for the instruction of specific skills -- teacher and student directions, lessons, reinforcement practices, and posttests -- integrated in a comprehensive series of skills books. Most materials are programmed so that students may work independently as they acquire more skills. Reading objectives cover five broad areas: phonetic analysis, word recognition, structured spelling, comprehension, and word meaning. Since its approval by JDRP, additional components have been developed to make AIRS a total language arts program. They include an integrated reading, writing, and spelling program for grades 1 and 2 and lessons providing a sequenced progression through grammar, writing mechanics, composition, and dictionary skills for grades 3-6.

Contact the project about available training and other services.

contact Theresa G. Murphy, Executive Director, or Gary B. Chadwell, Assistant Director; Andover Public Schools; Jackson School; Andover, MA 01810. (617) 470-1700, ext. 313.

Developmental Funding: USOE ESEA Title III and Local **JDRP No.** 74-25 **Approved:** 4/29/74

Compiled Summer 1981

PROJECT BASIC: Basic Adaptable Skills for the Individual Child

Four separate but interrelated programs consisting of highly structured, sequential, individualized curricula in readiness, mathematics, and reading.

target audience Approved by JDRP for grades K-4. This program has been used in other settings with grades 5 and 6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Individually Prescribed Instruction (IPI) curricula were developed at the University of Pittsburgh's Learning Research and Development Center. The IPI program was designed to meet the individual developmental needs of young children in the following basic areas: Primary Education Program and Perceptual Skills, which emphasizes prereading and math objectives in a hierarchical order for preschool, kindergarten, and special education students in quantification, classification, visual motor, auditory motor, general motor, and letters and numerals; Early and Primary Reading, a phonetic approach emphasizing mastery of specific reading skills; Math, stressing individual progress with continuous growth in numeration/place value, addition, subtraction, multiplication, division, fractions, money, time, systems of measurement, geometry, and application; and Intermediate Reading, stressing individual and group instruction in comprehension skills.

Each BASIC component emphasizes student-management skills, positive reinforcement, continuous testing, accurate and well-defined record keeping, and parent involvement. The curriculum is characterized by five critical elements: structured curricula for each content area comprised of a series of behavioral objectives arranged in a hierarchical order by unit and level; an assessment system comprised of criterion-referenced tests matched to curriculum objectives; a management system designed to provide individual programs and learning experiences; individualized instructional materials, sponsor-developed commercial sources, and teacher-constructed materials; and a monitoring and record-keeping system depicting the location and mastery level of each student in each area.

Contact the project about available training and other services.

contact Candace Tobin, Resource Center Coordinator; Sibley School; Montevideo, MN 56265. (612) 269-6471.

Developmental Funding: USOE Follow Through **JDRP No.** 77-149 **Approved:** 9/9/77

Compiled Summer 1981

PROJECT BASIC SKILLS IN READING (BASK)

An exemplary project providing special instruction in the basic skills necessary for reading success.

target audience Approved by JDRP for readers grades 1-3 scoring below the 40th percentile on the Gates-MacGinitie Reading Survey. This program has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills. Target pupils are remedial. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills -- readiness, phonics, structural analysis, comprehension, and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily. Frequent diagnosis and flexible prescriptive teaching ensure pupils' experience of success. Computerized information retrieval is used for diagnosis, prescription, and record keeping. The computer processes progress reports for parents and school staff. The project is also designed for manual record keeping and data processing.

Contact the project about available training and other services.

contact Marjorie H. Benz, Title I Coordinator; Manchester Public Schools; Amoskeag School; 121 Front St.; Manchester, NH 03102. (603) 624-6426.

Developmental Funding: USOE ESEA Title I JDRP No. 75-68 Approved: 9/11/75

Compiled Summer 1981

PROJECT BOULDER VALLEY PUBLIC SCHOOLS FOLLOW THROUGH

A program intended to build a strong foundation for success in school among children from low-income families.

target audience Approved by JDRP for grades K-3.

description The Boulder Valley Follow Through program is based on the Bank Street College model. Its purpose is to provide extra support in grades K-3 for low-income children and their families in order to build a strong foundation for learning and school success.

The classrooms are activity-oriented, with individualized programs in which children are encouraged to be self-directed learners. Each classroom is organized into learning areas, such as language, math, science, art, and blocks. In addition to their daily work in reading, writing, and math and activities in science, art, and blockbuilding, children often cook (with supervision), take field trips, and do woodworking. Children transform everyday experiences into symbols through printing, drawing, and writing. Although all children may read or write at the same time, the work varies from child to child.

The program provides health, nutrition, and psychological services to participating children, who are eligible for certain medical and dental benefits. Two Follow Through nurses make home visits and cooperate with other staff members to help families meet children's health needs.

The program offers a variety of social activities, educational opportunities, and workshops to parents. Parents are encouraged to visit classes and to volunteer in classrooms whenever possible. The program's Policy Advisory Council participates in staff selection, budget and proposal planning, and curriculum development.

Contact the project about available training and other services.

contact Carolyn Topping, Director; Boulder Valley Public Schools Follow Through; P.O. Box 9011; Boulder, CO 80301; (303) 447-1010, ext. 407.

Developmental Funding: USOE Follow Through JDRP No. 77-156b Approved: 4/22/81

Compiled Summer 1981

PROJECT CAMBRIDGE FOLLOW THROUGH

Reading, language, and math for children from low-income families.

target audience Approved by JDRP for grades K-3.

description The Cambridge Follow Through Program offers a child-centered curriculum based on elements of the Bank Street College approach to Follow Through. The central elements of this curriculum are reading, writing, and number work, but the curriculum includes social studies, arts, and science as well. Classroom activities are based on experiences that have practical meaning for the children, and children are encouraged to learn from each other. Each classroom is staffed by a teacher and a paraprofessional, usually a parent.

Compensatory services, an important part of Cambridge Follow Through, are provided for each classroom by an interdisciplinary team composed of the teacher, the paraprofessional, a staff developer, a parent liaison representative, a nurse-practitioner, and a psychologist or social worker. Working together, this team develops a planning and assessment process to support each child and family. Staff development is part of the program. A career development and training program for paraprofessionals includes independent study.

Parents are encouraged to volunteer in the classroom and to take an active part in the decisions that affect their children's education.

Contact the project about available training and other services.

contact Joseph Petner, Director; Cambridge Follow Through; Cambridge School District; 159 Thorndike St.; Cambridge, MA 02141. (617) 498-9231.

Developmental Funding: USOE Follow Through JDRP No. 77-156f Approved: 4/24/81

Compiled Summer 1981

PROJECT CATCH UP - KEEP UP

A remedial reading program and inservice teacher training.

target audience Approved by JDRP for students in grades 5-8 who are reading two or more years below grade level. This program has been used in other settings with students in grades K-4 and 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The goal of this project is to raise the reading level of children who read below their grade level -- one month growth for each month in the program. Children who score two or more years below grade level on the Gates-MacGinitie reading test receive instruction in small groups from reading specialists in the reading lab and/or in the classroom. Reading specialists spend at least 50 percent of their instructional time working in the special reading lab. The rest is spent working with target children in their regular classrooms in concert with classroom teachers to provide inservice teacher training. Students meet with the reading specialist for 20-50 minutes four days each week and remain in the program for at least one semester. Instruction in reading is individualized for each student using the Flowing Wells Reading Support System, which carefully diagnoses a student's reading deficits, provides prescriptive activities, and includes an evaluation procedure to determine the student's progress. The reading labs serve as locations for specialized instruction, as well as a reading materials resource center for teachers. The reading specialists offer demonstrations, workshops, and seminars for teachers and provide creative reading materials such as board games, posters, audiotapes, and self-paced exercises for loan to students, teachers, and parents. The reading labs are decorated in lively and interesting fashion with unique niches and private retreats to enhance the appeal of reading. Students are evaluated on an ongoing basis using the Flowing Wells Reading Support System; a current record of student growth in reading skills is thus readily at hand for the reading specialist and classroom teacher. Gates-MacGinitie standardized reading tests are administered three times per year as a means of determining normative growth.

Contact the project about available training and other services.

contact James L. Neeley, Coordinator; Dissemination Project; Project Catch Up - Keep Up; Flowing Wells Schools; 1444 W. Prince Rd.; Tucson, AZ 85705. (602) 887-1100, ext. 232.

Developmental Funding: USOE ESEA Title I JDRP No. 74-120 Approved: 12/16/74

Compiled Summer 1981

PROJECT

A CHANCE FOR EVERY CHILD

A diagnostic/prescriptive program for low-achievers carried out within the regular classroom and monitored by consultants.

target audience Approved by JDRP for low-achieving students and their teachers in grades 1-6. This program has been used in other settings with students of average or above-average abilities, but no evidence of effectiveness has been submitted to or approved by the Panel.

description A Chance For Every Child uses a team approach to solve the problems of low-achieving students within the regular classroom. Reading specialists work with classroom teachers and principals to develop a sequential program for selected students.

The project's unique success cycle is due to eight factors: the classroom teacher retains instructional responsibility; classroom teacher-consultant dialogue is continual; teacher managerial and instructional skills are upgraded; the student is provided with instruction at his/her individual level; high-interest materials and student recognition are effective motivators; teacher and student attitudes change gradually; high morale is maintained for teachers and students; and achievement, self-confidence, and motivation continue to grow.

Contact the project about available training and other services.

contact Kathryne D. Sowinski, Director; Title I; Van Dyke Public Schools; 22100 Federal; Warren, MI 48089. (313) 757-3438 or 757-6600, ext. 316.

Developmental Funding: USOE ESEA Title I JDRP No. 76-89 **Approved:** 7/1/76

Compiled Summer 1981

PROJECT

CHEROKEE FOLLOW THROUGH: A Direct Instruction Model

Reading, arithmetic, language, and Cherokee culture for Cherokee children.

target audience Approved by JDRP for grades K-3.

description Cherokee Follow Through is a planned learning program for Cherokee children beginning with a full-day kindergarten. It employs the DISTAR instructional system in reading, arithmetic, and language, and focuses on Cherokee language and culture. When the kindergarten children have finished the three DISTAR levels, they move into the regular program of the school's upper elementary grades regardless of their age. In an effort to perpetuate the Cherokee language and crafts, children are given instruction in language and folklore by a full-time Cherokee aide each week and then make pottery, baskets, beadwork, and fingerweaving in the traditional ways. Fast learners in groups of ten, slow learners in groups of five receive instruction four periods a day. Teachers and aides are trained in the techniques of eliciting group response, error correction, reinforcement, and teaching to mastery. Criterion-referenced tests and daily data on the children make continuous progress planning possible.

The decision by Cherokee parents in 1970 that the DISTAR materials were most suitable for their children illustrates the extent of parent involvement in the Follow Through program. The Policy Advisory Committee has hiring and firing power and participates in many administrative decisions. Parents are aides, testers, and workers who visit other parents at home.

A variety of health services is provided by the project.

Contact the project about available training and other services.

contact J. Edward Sharpe, Director; Cherokee Follow Through; Cherokee Elementary School; Cherokee, NC 28719. (704) 497-9131.

Developmental Funding: USOE Follow Through JDRP No. 80-50a **Approved:** 2/13/81

Compiled Summer 1981

PROJECT

CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program

An individualized reading program increasing the basic skill reading-achievement levels of inner-city students.

target audience

Approved by JDRP for pupils grades 1-6. Although developed for the disadvantaged student population, this program can be used in other settings for any comprehensive elementary school reading program, grades 1-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Each student is individually assessed and placed on a level where he/she can function effectively with the curricular materials in use. The student's progress is continuously measured and his/her successes are immediately reinforced. The program is conducted within the regular classroom, using any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom. A teacher and an instructional aide are responsible for program individualization within each classroom. According to validators, this program provides teachers with an accurate assessment of each student's reading skills on a day-to-day basis. Curricular programs are coordinated across grade levels to eliminate student frustration as a result of changing instructional strategies from one grade level to the next. The validators judged the program to be inexpensive to implement and highly motivating for participating students because of its use of contracts and self-correctional procedures and its built-in success factors.

The Classroom Intervention Project has three major objectives: attainment of a year's growth per year in regular inner-city classrooms; attainment of a .8 growth in reading per year with contained classes for the educable mentally retarded and learning language disabled; development and implementation of an intervention-center classroom to provide supplementary reading services functionally related to each student's regular reading program, so that underachievers acquire reading skills at a rate of 1.0 gain per year.

Contact the project about available training and other services.

contact

Wayne E. Foley, or Robert B. Hamilton; 520 N.E. Ravenna Blvd.; Seattle, WA 98115.
(206) 587-4334.

Developmental Funding: USOE ESEA Title III JDRP No. 75-77 Approved: 11/10/75

Compiled Summer 1981

PROJECT

PROJECT COAST: Cognitively Oriented Approach to Skills Teaching

A cognitively oriented program for language development, writing, reading, math, and problem solving.

target audience

Approved by JDRP for students of all abilities and socioeconomic backgrounds in grades K-3.

description

The goals of Project COAST are growth in math and communication skills (speaking, listening, reading, writing, and spelling) and functional application of these skills in science, social science, health, art, and movement. The language experience approach is utilized throughout the day for language arts instruction.

The daily routine balances child-initiated with teacher-initiated activities. The first segment of the day implements the plan-work-represent-evaluate management system developed by High/Scope Educational Research Foundation. Learning centers in the classroom allow children to make choices and work independently as they apply basic skills to develop plans, solve problems, and make decisions. During planning time, each child chooses a center, specifies an activity, and tells how that activity will be performed. Children follow these plans during work time. During representation time, children report on the work accomplished, using a variety of media. Evaluation time gives children an opportunity to share their work time experiences. The teacher's observations during this segment provide the basis for direct instruction during the teacher-initiated segment of the day's activities. Reading instruction is individualized through assessment and prescription for individual strengths and needs, use of various reading approaches, and assessment with a language arts checklist based on Florida performance standards. Manipulative materials, techniques for developing math comprehension, and a math checklist based on Florida performance standards are the basis of math instruction.

Contact the project about available training and other services.

contact

Mary F. Hancock, Director; Project COAST; 120 Lowery Pl.; Fort Walton Beach, FL 32548.
(904) 244-2161.

Developmental Funding: USOE Follow Through JDRP No. 77-123c Approved: 2/4/81

Compiled Summer 1981

PROJECT COMMUNITY SCHOOL 6 BRONX FOLLOW THROUGH

A program using positive reinforcement to teach reading, math, and language.

target audience Approved by JDRP for grades K-3.

description The primary goal of this Follow Through program is to produce achievement at or near grade level in reading, math, and language. To achieve this goal, the classroom environment is highly structured, relying on positive reinforcement, continuous progress monitoring, small-group team teaching instruction, continuous in-classroom staff training, and parent involvement.

Two motivational systems, token economy and performance contracting, are used to increase academic performance. Younger children receive tokens for appropriate academic and social behavior during instructional periods; after each instructional period, they exchange accumulated tokens for special activities of their choice in a back-up period. Older children contract to complete certain amounts of academic work in exchange for special activities. Smile-Grams providing recognition and reinforcement for academic progress are sent home weekly.

Classes are divided into three groups of 10-12 children each and staffed by a teacher, an aide, and a parent volunteer. The teaching adults make frequent contacts with children, monitoring pupil progress and extending positive attention in the form of verbal praise and smiles.

Parent training, parent involvement activities, and assistance in using social, medical, and dental services available from community agencies are also part of the program.

Contact the project about available training and other services.

contact Phillip Kramer, Coordinator; Community School 6 Follow Through, District 12, Bronx; 1000 E. Tremont Ave.; Bronx, NY 10460. (212) 893-6222 or -1385.

Developmental Funding: USOE Follow Through

JDRP No. 77-120b Approved: 4/15/81

Compiled Summer 1981

PROJECT PROJECT CONQUEST

A highly individualized diagnostic and prescriptive reading program.

target audience Originally approved as a reading program for grades 1-6, this program now operates as a first-grade (repeaters) through ninth-grade program for students below grade level but potentially able.

description Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work principally alone in individual carrels while being supervised by clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, four and a half days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

Contact the project about available training and other services.

contact Bettye P. Spann, Director; Project Conquest; Board of Education; 1005 State St.; East St. Louis, IL 62201. (618) 274-0926 or -0517.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-12 Approved: 2/20/74

Compiled Summer 1981

PROJECT CRITERION READING INSTRUCTION PROJECT (CRIP)

An individualized language arts readiness program.

target audience Approved by JDRP for grades pre-K through 3.

description Specific performance objectives are divided into four major readiness areas: psychomotor, auditory, visual, and oral language. These four areas are further segmented by 11 subdivisions: small motor, large motor, coordination, directionality, auditory discrimination and classification, visual discrimination, visual comprehension, visual memory, oral composition, and oral vocabulary. A hierarchy of 115 reading readiness skills constitutes the CRIP continuum.

Children go to a specially equipped room where instruction is geared to demonstrated individual needs. Activities are arranged around learning centers in an open-classroom fashion, and the children work independently or in small groups.

Pre-kindergarten and kindergarten children in the public schools meet for two and a half hours in morning or afternoon sessions five days per week. First-, second-, and third-grade students are scheduled for a minimum of one-half hour per day, five days per week. Teacher's aides are helpful for maintaining the classroom inventory of equipment and instructional supplies, recording test scores, and assisting teachers in nonteaching duties.

Contact the project about available training and other services.

contact Anita M. Schmidt, Director, Elementary Education and Title I; School #4 Annex; Dill Ave.; Linden, NJ 07036. (201) 486-2530.

Developmental Funding: USOE ESEA Title I JDRP No. 32 Approved: 4/9/73

Compiled Summer 1981

PROJECT DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER

A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, and language.

target audience Approved by JDRP for K-3.

description The Dayton Follow Through Program attributes its success to: a system of carefully sequenced skills in reading, math, and language programmed for teacher use; highly specific teacher training; and careful monitoring of student progress. A positive-reinforcement management system is employed.

Teaching is by direct programmed instruction consisting of a fast-moving series of programmed questions and answers. This involves frequent verbal responses by the children, and requires basic teaching techniques to hold children's attention. The following represents a basic teaching sequence: teacher presents a task from a developed manual, using specified questions; children respond verbally; teacher evaluates their answers, reinforcing good responses; teacher uses a specified procedure to correct wrong answers; all tasks in a lesson are completed, following steps 1 to 4; children are given take-home materials related to the lesson, which are later reviewed in class.

Another aspect of the program is active parent involvement -- as members of the Parent Advisory Council; as participants in classes, in which they are taught how to teach their children using the program instructional model; and as classroom volunteers or paid paraprofessionals.

Contact the project about available training and other services.

contact Willetta C. Weatherford, Director, or Laura R. Lansdown, Coordinator; Dayton Follow Through Resource Center; 3410 Hoover Ave.; Dayton, OH 45407. (513) 268-1641.

Developmental Funding: USOE Follow Through JDRP No. 77-132 Approved: 8/24/77

Compiled Summer 1981

PROJECT DEKALB COUNTY FOLLOW THROUGH: A Direct Instruction Model

Basic reading, arithmetic, and language for disadvantaged rural children.

target audience Approved by JDRP for grades 1-3. Approved grade levels are based on claims for children in the program for four full years.

description To bring the performance of disadvantaged rural children up to or near the national norm in all academic areas, the DeKalb County Follow Through program uses DISTAR reading, arithmetic, and language instructional materials and the teaching methods prescribed by DISTAR materials: positive reinforcement, group responses, individual turns, teaching to mastery, and immediate correction of errors. The reading sequence focuses on decoding and comprehension (Level I), reading for understanding (Level II), and comprehension and information acquisition skills (Level III). Arithmetic covers addition and subtraction (Level I), multiplication, fractions, and complex addition and subtraction (Level II), and column addition, long division, complex multiplication, and story problems (Level III). The language sequence covers language as the basis for reading and standard spoken English, logical processes, usage, and rules of grammar and writing. When children finish the three-level sequence in each area, they move into the regular basal series used in the county. Social studies, spelling, science, and handwriting are taught throughout the program. One teacher and one or two aides work with a maximum of 25 children in groups of ten (fast learners) or five (slow learners) for 35 minutes a day in each content area. Each classroom has its own learning and interest centers. Biweekly criterion-referenced tests measure children's progress. Health and other support services, staff development, and parent involvement activities are other parts of the program.

Contact the project about available training and other services.

contact Jim McCormick, Director; DeKalb County Follow Through; DeKalb County Board of Education; South Third St.; Veterans Building; Smithville, TN 37166. (615) 597-7450.

Developmental Funding: USOE Follow Through

JDRP No. 80-50a Approved: 12/29/80

Compiled Summer 1981

PROJECT DISCOVERY THROUGH READING

A remedial reading program for underachievers utilizing a modified tutorial, highly structured approach.

target audience Approved by JDRP for low-achieving students in reading, grades 2-3. (Limited grade span was due to available funding.) It has been used in other settings with grades 1 and 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Discovery Through Reading is an instructional program in reading that stresses rapid skill development for second- and third-grade students who are having (or have had) difficulties in their regular classrooms. Its goals are the improvement of students' ability to recognize words and improvement of their reading comprehension. In the Discovery project, teachers work with two students at a time in 45-minute sessions scheduled twice a week at a location outside the regular classroom. Each full-time Discovery teacher's maximum case load is 30 students. A key organizational feature of instruction is the "task sheet," an agenda that lists six specific activities to be completed by a student during each session. The task sheet helps teachers decide what tasks are within the capabilities of students. An important aspect of the project is the way in which teachers interact with students, emphasizing a style that provides students with a nonthreatening environment. A student competes only with himself/herself, and performance and achievement are reinforced with concrete rewards. All activities are charted and graphed immediately, showing teacher and student that progress is being made and that goals are being achieved.

Contact the project about available training and other services.

contact Dorothy Neff, Project Director; Clarkston Community Schools; 6590 Middle Lake Rd.; Clarkston, MI 48016. (313) 625-3330.

Developmental Funding: USOE ESEA Title I

JDRP No. 74-112 Approved: 10/23/74

Compiled Summer 1981

PROJECT EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC)

A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

target audience Approved by JDRP for identified high-risk first-grade students. It has been used in other settings with primary learning-disabled children and children whose prereading perceptual skills development has limited beginning reading ability, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development.) Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles.)

Although primarily utilized as a full-time, self-contained unit, the program can be implemented on a resource or part-time basis. Right to Read and Title I funding sources are available to support adoptions.

Contact the project about available training and other services.

contact Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.

Developmental Funding: USOE ESEA Title III JDRP No. 74-57 Approved: 5/23/74

Compiled Summer 1981

PROJECT EAST LAS VEGAS FOLLOW THROUGH: A Direct Instruction Model

Reading, math, and language for bilingual, bicultural children in rural communities.

target audience Approved by JDRP for grades K-3.

description The goal of the East Las Vegas Follow Through project is development of enthusiastic and successful students through use of a variety of basal reading and math series along with the highly structured DISTAR system for reading, math, and oral language. In each subject, teachers work with skill lists to anticipate where children should be at the end of each school year.

Independently and in small groups based on ability, children work 90 minutes daily on both oral and silent reading instruction and activities. Special correction procedures, frequent opportunities for student oral and written responses, and biweekly criterion-referenced testing and reporting are essential elements of the program.

Children with limited English-speaking ability are taught in their native language by teachers and aides using locally developed materials. Children are encouraged to take pride in their cultural heritage by learning the songs, games, foods, folk dances, and customs of northeastern New Mexico.

The parent program has been instrumental in establishing both the bilingual program and a home reading program in which the children are expected to participate.

Contact the project about available training and other services.

contact Ann Costello, Director; East Las Vegas Follow [illegible]ough; Las Vegas City Schools; 901 Douglas Ave.; Las Vegas, NM 87701. (505) 425-6784.

Developmental Funding: USOE Follow Through JDRP No. 80-50F Approved: 2/13/81

Compiled Summer 1981

PROJECT THE ELECTRIC COMPANY

The use of television in teaching reading skills to young children.

target audience Approved by JDRP for children grades 2-4 below grade level.

description The Electric Company represents the first large-scale experiment in the use of television in teaching reading skills to young children. Televised curriculum and its accompanying classroom materials are built around specific goals in 19 curriculum areas. It began as a national program in many schools throughout the country and was incorporated as a part of the teaching program as a supplement to the regular school reading instructional program. Show guides and suggested classroom activities are available.

Contact W.N.N. Smit at One Lincoln Plaza, New York, NY 10023, (212) 595-3456 about available training and other services.

contact Evelyn P. Davis; Children's Television Workshop; One Lincoln Plaza; New York, NY 10023. (212) 595-3456

Developmental Funding: USOE Office of Libraries and Learning Technology

JDRP No. 78-23 Approved: 6/20/78

Compiled Summer 1983

PROJECT ELMIRA FOLLOW THROUGH PROJECT

A comprehensive K-3 program for children from low-income families.

target audience Approved by JDRP for grades K-3.

description This program has two goals: to develop children's reading and math ability and to help them become confident, productive people. Systematic diagnosis of each child's strengths and weaknesses and an individualized approach to teaching are the basis of instruction in reading, writing, oral language, and math. The reading materials used are related to the children's experience, on the assumption that such materials make learning easier and motivate the children to read for pleasure. The classroom is organized in such a way as to make reading, writing, and oral expression integral parts of everyday school life. Math is taught with a variety of manipulative materials, workbooks and textbooks, and such activities as measuring and weighing and making charts, graphs, and maps. The science, social studies, and health curriculums include math and reading activities.

Staff development and parent involvement are considered important for realizing the program's goals. Staff training emphasizes child assessment and planning a curriculum that is individualized for each child. There are monthly meetings and workshops with staff developers, and institutes are conducted at Bank Street College of Education. Parents receive regular reports about their children's progress and participate in activities in a school room provided for them.

Extensive training is essential for successful implementation.

Contact the project about available training and other services.

contact George Welch, Director, Elmira Follow Through; Elmira City School District; 310 Sullivan St.; Elmira, NY 14901. (607) 735-3904.

Developmental Funding: USOE Follow Through

JDRP No. 77-150a Approved: 6/21/83

Compiled Summer 1983

PROJECT EVERY STUDENT EVERY DAY

A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

target audience Approved by JDRP for low achievers in grades K-8.

description Ongoing diagnosis of pupil need is the core of this program. Students are guided through graded learning experiences until they achieve mastery. Each day's teaching-learning experience is specific to each child. Both teachers and paraprofessionals are used to maintain a ratio of four or five children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides three changes of activity during the period to assure full concentration. The program is an instructional management system using every possible strategy to ensure that the right instruction reaches each student at the moment it can be most effective. Test and practice materials copyrighted as the "Precision Teaching Program" form the major part of the program. Some commercially available materials have been adapted for machine scoring, and teachers and aides are shown ways of developing their own materials. Inservice work with teachers and aides is a very important part of the program. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to each student's need, use commercial materials properly, and build materials. This basic-skills program is self-correcting; it draws attention to specific learning problems and indicates where help is needed. In 10 years, more than 1,500 pages of tests and special exercises have been prepared. The self-correcting feature gives the program potential for meeting the instructional needs of any group of students in any region.

Contact the project about available training and other services.

contact Carlton M. Singleton, Project Director; 3908 So. 12th St.; Arlington, VA 22204. (703) 521-3885.
Darryl Boudreaux, Federal Project Administrator; St. Mary Parish School Board; P.O. Box 1239;
Morgan City, LA 70380. (504) 384-1250 or -0218.

Developmental Funding: USOE ESEA Title I **JDRP No.** 78-198 **Approved:** 11/27/78

Compiled Summer 1981

PROJECT FLINT FOLLOW THROUGH DIRECT INSTRUCTION RESOURCE CENTER

A parent-implemented program using the Direct Instruction Method of Teaching Reading, Language, and Arithmetic to potentially low-achieving children.

target audience Approved by JDRP for low-income children grades K-3. This program has been used in suburban, rural, and bilingual communities and in compensatory, talented, and special education classrooms, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Flint Follow Through provides comprehensive services to students. A parent-implemented project, it encourages and facilitates active parental involvement at an advisory level.

The program's nationally validated instructional model, the Direct Instruction Method of Teaching Reading, Language, and Arithmetic, employs skillfully designed materials requiring precise teacher behaviors. The materials are highly structured and sequenced, with scripted lessons in each curricular area. Each area is taught in daily 30-minute blocks, with rapid pacing and varied reinforcement activities. The instructional groups are small, and the teacher is seated within touching distance of the students in order to focus on students' performance. Sufficient time-on-task, active student participation, and clearly defined student expectations are integral to Direct Instruction. Individual student progress is regularly monitored through criterion-referenced materials. Continuous staff development assures proficiency in correction/precorrection strategies, behavior management, and classroom organization techniques.

Contact the project about available training and other services.

contact Marion Williams, Director; Flint Follow Through; 923 E. Kearsley St.; Flint, MI 48503. (313) 762-1452. Nina M. Jones, Coordinator; 614 W. Home Ave.; Flint, MI 48505. (313) 762-1705.

Developmental Funding: USOE Follow Through **JDRP No.** 77-122 **Approved:** 8/17/77

Compiled Summer 1981

PROJECT

FLIPPIN FOLLOW THROUGH: A Direct Instruction Model

Basic reading, arithmetic, oral and written language, and spelling for economically disadvantaged children.

target audience Approved by JDRP for grades K-3. Approved grade levels are based on claims for children in the program for four full years.

description Flippin, Arkansas is a rural community with a strong Head Start program for four-year-olds. The goal of Flippin Follow Through is to build on the Head Start gains giving economically disadvantaged children a firm background in reading, mathematics, oral language, written language, spelling, science, and social studies so that they may compete later in life with their peers for higher education and vocational opportunities. The DISTAR Instructional System is the core of the program, with three programmed levels each in reading, arithmetic, and language. Level I is begun in kindergarten. On completion of the three levels, regardless of grade level, children move into the regular programs of Flippin schools.

The three levels of reading progress from decoding and basic comprehension through increasing fluency and accuracy, to reading for new information, for undurstanding, and to apply rules and principles. Arithmetic is taught by a problem-solving approach, progressing from basic addition and subtraction to multiplication and fractions, regrouping, measurements, long division, and column addition, and involves many story problems. The language sequence teaches standard spoken English and language as a basis for reading comprehension. Names and classes of objects and concepts, logical processes (causality, deductions, etc.), spelling, punctuation, rules of grammar, and writing are all features of the language sequence. Learning tasks are presented to the children in groups of ten (fast learners) or five (slower learners). One teacher and at least one aide staff each K-3 classroom; they are expected to use all of these techniques: teaching to mastery, group response, positive reinforcement, immediate correction of errors, individual turns, and rapid pacing.

Contact the project about available training and other services.

contact Margaret Hanna, Director; Flippin Follow Through; P.O. Box 256; Flippin, AR 72634.
(501) 453-2234.

Developmental Funding: USOE FOLLOW THROUGH JDRP No. 80-50d Approved: 12/29/80

Compiled Summer 1981

PROJECT

"GAMES CHILDREN PLAY..." -- ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL

A program emphasizing use of instructional games and other self-management techniques for children to help them learn problem-solving skills and to reinforce basic skills.

target audience Approved by JDRP for grades K-3. This program can be used with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The four major Interdependent Learning Model (ILM) developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to promote these goals and to reflect the culture and environment of the children. Classroom management, which includes room arrangement, grouping, scheduling, record keeping, evaluation, classroom rules, and team functioning, is one of the most important model processes used to accomplish these goals. Children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own work activities and record and evaluate the results of their own work. The model combines principles of programmed instruction, cognitive-developmental, and group process theories. A variety of instructional game formats is used to implement these principles. The Transactional Instructional Games are Table Games, Conversation Games, and Street/Folk/Musical Games. Instructional content is "plugged in" to the games according to the children's needs and levels. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding with the basal series used in individual schools. All instructional processes -- instructional games, classroom management system, and reading program -- help children to achieve the four major goals and enable teachers to be responsive to children's interests and learning styles. As in all Follow Through programs, the ILM implemented in the Atlanta Public Schools has strong parent involvement. Comprehensive health, psychological, and support services are emphasized. Staff development and evaluation are continuous for all components.

Contact the project about available training and other services.

contact Stella S. Lewis, Director, or Jeanne M. Gray, Coordinator; "Games Children Play..."; Atlanta Public Schools; 2960 Forrest Hill Drive Southwest; Atlanta, GA 30315. (404) 762-7206 or -6386.

Developmental Funding: USOE Follow Through JDRP No. 77-121 Approved: 8/17/77

Compiled Summer 1981

PROJECT

THE GLASSBORO RIGHT-TO-READ PROJECT

An individualized, diagnostic/prescriptive, complete reading program based on a district assessment of staff and community needs.

target audience Approved by JDRP for students grades K-3. This program has been used in other settings with students pre-K through grade 6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description An essential element of the Right-to-Read program is a comprehensive assessment of student reading competencies, staff capabilities in the teaching of reading, and community (including parental) interest in reading programs. On the basis of this assessment, a program of staff development, reading instruction, and community support is drawn up and put into operation. Both assessment and program development are the responsibility of a Local Unit Task Force appointed by the superintendent and comprised of district staff members and parents. Upon entering the program, each child receives a battery of teacher-administered diagnostic reading tests. Teachers use test results to ascertain each child's instructional reading level. Teachers then write individual instructional sequences for each child, which they follow either on a one-to-one basis or with small groups of children who are at the same developmental stage. Each child progresses at an appropriate rate for his or her developmental level. The array of reading skills used comes from commercially available sources. Districts interested in replicating the program may write their own skill array or use one or more of those available commercially.

Staff members inaugurate this program and carry it out on the strength of a staff development program directed by the Right-to-Read Coordinator. Among the topics covered are development of instructional materials and procedures of classroom management that complement the individualization of reading instruction. Community interest in the program has resulted in the formation of a parent volunteer group whose members serve as classroom aides and reading tutors.

Contact the project about available training and other services.

contact Dorothy Wriggens, Reading Coordinator; Carpenter St. & Bowe Blvd.; Glassboro, NJ 08028. (609) 881-6366.

Developmental Funding: USOE ESEA Title III **JDRP No.** 74-93 **Approved:** 9/18/74

Compiled Summer 1981

PROJECT

"GO METRIC": A Supplemental Low-Cost Metric Curriculum

A low-cost metric curriculum that supplements existing programs.

target audience Approved by JDRP for students of all abilities, grades 5-8. It has been used in other settings with grades K-4 and 9-12, but no evidence of effectiveness has been submitter to or approved by the Panel.

description The unique design of "Go Metric" provides interested metropolitan and rural school systems as well as communities with a model for incorporating metric education into existing instructional programs at minimal additional cost and with no additional personnel.

This innovative program includes an elementary and secondary curriculum for all pupils in the school population and identifies a range of teaching techniques involving the pupils in a variety of hands-on activities using metric equipment. Audio, visuals, and games are also utilized to accommodate the special needs of all students. To provide additional in-depth understanding of metrics, the inservice requires teachers to participate in the same metric exercises that are used in the classroom. The curriculum is arranged so that it does not intrude on an already crowded schedule but enhances metric instruction as teachers integrate it into appropriate instructional areas.

Upon request by school systems implementing the program, trained personnel are available to conduct a 15-hour inservice for school personnel. Content of this inservice includes background in metric measurement, orientation to the curriculum guides, use of metric equipment, and a plan for implementing the program within the regular curriculum.

Contact the project about available training and other services.

contact John E. Roller, Director; "Go Metric" Project, or Roger E. Kruse, Director of Federal Programs; Tulsa Public Schools; 3027 S. New Haven; P.O. Box 45208; Tulsa, OK 74145. (918) 743-3381.

Developmental Funding: USOE ESEA Titles III and IV-C **JDRP No.** 78-195 **Approved:** 8/10/78

Compiled Summer 1981

PROJECT GULFPORT FOLLOW THROUGH: Mathemagenic Activities Program (MAP)

Comprehensive education and intellectual development, emphasizing math, for economically deprived children in grades 1-3.

target audience Approved by JDRP for grades 1 and 3.

description The Gulfport Follow Through program is based on the University of Georgia Mathemagenic Activities Program, which emphasizes mathematics in the context of classroom environments that stimulate cognitive growth through concrete activities and intellectual challenge for the children.

The desired classroom environment evolves from these principles and processes: Learning activities must be based on what children already know and at the same time stretch and challenge them; the teacher must assess each child's developmental level. Intellectual growth occurs only through active involvement, so manipulation of objects is called for. Independent activity is necessary for learning, so children must exercise choice, and to exercise such self-regulation, children select activities and work independently. In addition, many structured and small-group lessons involve the teacher or aides.

Teachers use a variety of guides prepared by the University of Georgia. Regular inservice training on teaching techniques and Piagetian assessment is conducted with guidance from the university sponsor.

Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

Contact the project about available training and other services.

contact Jo Kelley, Director; Gulfport Follow Through Project; 1906 17th Ave.; P.O. Box 220; Gulfport, MS 39501. (601) 864-3392.

Developmental Funding: USOE Follow Through | JDRP No. 80-51e | Approved: 2/2/81

Compiled Summer 1982

PROJECT HAWAII FOLLOW THROUGH PROJECT

A comprehensive program including an experience-based basic skills curriculum for children in multilingual classrooms.

target audience Approved by JDRP for grades K-3.

description Based on the Bank Street College of Education developmental-interaction model, the purpose of the Hawaii Follow Through Project is to further the cognitive, affective, social, and physical development of low-income children, most of whom have a limited command of English. The experience-based integrated curriculum, which emphasizes reading and math, is expected to motivate the children to engage in both formal and informal classroom activities as well as to develop children's attitudes toward other people and their ability to conduct themselves well in a group. The teacher's consideration of the children's developmental needs and levels of interest and learning styles results in individualization of the curriculum. In addition, ongoing assessment and child study are important aspects of each teacher's functions. The language experience approach, which integrates oral language, reading, and writing instruction and which makes learning relevant and meaningful, is considered especially appropriate for children with mixed language backgrounds. The integrated curriculum allows for practice in applying math skills, expecially through social studies activities. Classrooms staffed by a teacher and an aide are set up as workrooms for self-directed learning in reading, math, language, arts and crafts, and music, and children are encouraged to take responsibility for the materials they select and use. A supportive learning environment permits child-child and adult-child interactions as part of the daily learning process.

Staff development is based on the premise that teachers must consider themselves learners, too, and parents are encouraged to assume a role in their children's learning, both in school and at home.

Contact the project about available training and other services.

contact Janet Sumida, Director; Hawaii Follow Through Project; Hawaii State Department of Education; 2106 10th Ave.; Honolulu, HI 96816. (808) 737-1949.

Developmental Funding: USOE Follow Through | JDRP No. 77-156c | Approved: 4/22/81

Compiled Summer 1982

PROJECT HIGHER HORIZONS 100

A program for students with reading retardation problems, with a coordinated effort in language arts development in all content areas.

target audience Approved by JDRP for students in grade 9 with reading retardation problems. This program has been used in other settings with students in grades 7, 8, and 10 with reading retardation problems, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The primary goal of the reading section of the program is to enable a student to make eight months' reading progress during the school year and thereby regain lost ground. Other goals are improvement of speech, mathematics, science, and social studies; helping students to adjust to high school behavior patterns; expanding students' background of experience; and improving self-concept. After completing one year in the program, students are evaluated and may return to the regular school program. Enrollees are within normal range of intelligence and without serious emotional problems but have one to four years of reading retardation. The speech of many is affected by a second language or dialect. Students are counseled frequently by the Higher Horizons counselor and instructors. The counselor-student ratio is one counselor to 100 students. Collaboration between instructors in the various subjects makes it possible to remedy weaknesses in language arts and other classes.

Contact the project about available training and other services.

contact John Di Benedetto, Resource Coordinator; Higher Horizons 100; Hartford Public High School; 55 Forest St.; Hartford, CT 06105. (203) 278-5920. Robert Nearine, Title I Director; Hartford Board of Education; 249 High St.; Hartford, CT 06103. (203) 566-6074.

Developmental Funding: State ESEA Title I **JDRP No.** 74-26 **Approved:** 4/29/74

Compiled Summer 1981

PROJECT HIT: High Intensity Tutoring

An individualized instruction program for sixth-, seventh-, and eighth-grade students identified as deficient in basic grade-level reading and/or mathematics skills.

target audience Approved by JDRP for grades 6-8.

description HIT centers provide an individualized instruction program designed (in the reading center) to develop vocabulary and comprehension skills and (in the math center) to increase computational abilities, problem-solving abilities, and understanding of mathematical concepts. Sixth-, seventh-, and eighth-grade students identified as deficient in reading and/or mathematics are selected for HIT participation on the basis of performance at least one year below grade level on standard tests and by observations of the classroom teacher. The HIT method actively involves tutors, tutees, a certified teacher, and two paraprofessional aides. Tutoring focuses on peer-teaching and reinforcement techniques developed primarily from principles of programmed instruction. Tutors from grades 7 and 8 assist sixth-grade tutees in developing grade-level skills and reinforce correct performance. This interaction also helps the tutors upgrade their own skills. Tutees who were in the program during sixth grade are given priority selection as tutors in seventh and eighth grade when skill deficiencies in those tutees still exist. This highlights the importance of reciprocity in the teaching-learning relationship, despite the small differences in ability between tutors and tutees. The two basic HIT center components are the instructional system and the motivational system. The primary features of the instruction program are daily calculation of the percentage of correct responses for each tutee and use of instructional materials that carefully control introduction of new concepts and incorporate frequent review. The motivational system is crucial to optimal student progress. Tutees receive points for correct responses which accumulate in a "bank book" and are redeemable for tangible rewards. Tutors receive points and rewards on the basis of attendance.

Contact the project about available training and other services.

contact Greg Byndrian, Public Information Officer; Highland Park School District; 20 Bartlett; Highland Park, MI 48203. (313) 956-0130.

Developmental Funding: USOE ESEA Title I **JDRP No.** 74-9 **Approved:** 1/8/74

Compiled Summer 1981

PROJECT IMPROVEMENT OF BASIC READING SKILLS

Reading centers providing an individualized approach to remedial reading for educationally deprived children.

target audience Approved by JDRP for pupils in grades 1-8 who are reading below grade level.

description Reading centers established in participating schools are staffed by a reading teacher and an aide who work with 10-12 children per period every day for the regular school term. Diagnostic tests are administered to determine specific needs of individual children. A "Need Sheet" is prepared for each child, providing a written prescription to help in mastering basic reading skills and to reinforce classroom learning. A "Weekly Plan" sheet is maintained for each class, listing plans for each child. Correlation with regular classroom activity is stressed. Teacher's aides and parents are assigned to work with children needing additional help over and above that received in the classroom and reading center. Parent participation, through volunteer work and workshops, is a significant aspect of the project. Individualized attention shows the pupil that he/she is important and can excel in some way, reinforcing the primary goal of the project: to meet individual needs of students and help them achieve their potential.

Materials used include the Hoffman Reading Program supplemented by numerous other commercially available and teacher-made materials.

Students are selected for the program on the basis of scores from standardized tests (below 50th percentile), scores from diagnostic tests, cumulative record cards, teacher opinions, posttest scores of previous Title I students, and learning disabilities.

Contact the project about available training and other services.

contact Elizabeth Dickson; Improvement of Basic Reading Skills; Sylacauga City Schools; P.O. Drawer 1127; Sylacauga, AL 35150. (205) 245-5345 or 249-0393.

Developmental Funding: USOE ESEA Title I **JDRP No.** 74-109 **Approved:** 10/18/74

Compiled Summer 1981

PROJECT IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES

A personalized and concentrated reading improvement program for secondary students.

target audience Approved by JDRP for students grades 10-12 reading two or more years below grade level with low or failing grades in English classes. It has been used in other settings with grades 7-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult/student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each student's reading skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitude begin on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records of areas of weakness and patterns of improvement are maintained. The importance of personal interest and positive reinforcement from the adult aide cannot be overemphasized. Reading instruction develops within the context of the total language arts curriculum. The project teacher and a team of eight aides supplement the regular teacher's instruction.

Contact the project about available training and other services.

contact Leon West, Director; Sky View High School Project; Cache County School District; 2063 North 12th East; Logan, UT 84321. (801) 752-3925.

Developmental Funding: USOE ESEA Title I **JDRP No.** 74-110 **Approved:** 2/25/75

Compiled Summer 1981

PROJECT

IRIT: Intensive Reading Instructional Teams

A laboratory project for third- and fourth-grade students with difficulty in reading.

target audience Approved by JDRP for pupils in grades 3-4 who are deficient in the basic skills of reading and language. The program has been used in other settings with grades 1, 2, and 5-8 and as a summer program, but no evidence of effectiveness has been submitted to or approved by the Panel.

description IRIT features a carefully individualized diagnostic approach made possible by low student-teacher ratios and the use of a wide variety of materials and equipment. The unique features of IRIT are the high-intensity and team approach toward reading instruction. Forty-five students per team of teachers are selected for each of the three 10-week cycles. The teachers have classes of approximately 15 pupils and all pupils see each teacher daily. The program design includes three areas of concentration: encoding-decoding, individualized reading, and vocabulary/comprehension. Students move from one area to the next at approximately one-hour intervals. Pupils return to their sending teachers in the afternoon for instruction in other basic subjects. The individualized reading area provides a wide variety of reading materials and offers assignments that enrich the student's background, promote written and oral language skills, and instill pleasure in reading. The vocabulary and comprehension area puts emphasis on the various subskills of comprehension. Meaningful experiences are provided in order to promote concept development. Encoding-decoding uses an individualized approach to assist the student in his/her ability to attack new words and get meaning from them. The specific skills needs in phonics are taught to develop independent methods of word analysis. The IRIT teachers work with students for the entire morning. They spend the afternoon preparing the individualized lessons, discussing the skills of the 45 students, coordinating the lessons for them, and updating their individual records; developing new instructional materials based on student needs; meeting with teachers and parents from the sending schools; participating in professional development and training sessions; and providing inservice training for other classroom teachers.

Contact the project about available training and other services.

contact Donald Carso, Coordinator of Reading and Communication Arts; 249 High St.; Hartford, CT 06103. (203) 566-6036. Anna Cimochowski, Consultant/Trainer; 56 Norman Dr.; South Windsor, CT 06074. (203) 644-8041.

Developmental Funding: USOE ESEA Title I JDRP No. 74-11 Approved: 2/20/74

Compiled Summer 1981

PROJECT

LEARNING TO READ BY READING

A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials; especially useful in alternative schools.

target audience Approved by JDRP for students from upper-elementary through adult levels with potential for reading and/or reading improvement.

description The program is a multimedia system for teaching reading especially applicable to students reading below 3.0 Grade Placement Level (GPL), including nonreaders, and effective through 6.0 GPL. Reading With Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates "read-along" materials (radio plays, short stories, and captioned filmstrips), to be used either in conjunction with upper-level Reading With Symbols materials or alone for students at higher reading levels (GPL 3 and 5-8). Symbols representing 38 basic sounds are learned through use of a workbook. (Instruction on an individual or small-group basis is recommended.) Students learn symbol-sound relationships in less than one week. Thereafter, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), the identical stories are read in the uncued version. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics, and furnishes an opportunity for assessment of reading progress. Read-along materials (24 half-hour short-story segments and 40 radio plays ranging from 15 to 90 minutes in length) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided in the teacher training program.

Contact the project about available training and other services.

contact Philip K. Glossa, Director; 18 N. Banner Dr.; Sonora, CA 95370. (209) 532-3556. Orval S. Hillman, Director; Reading Learning Center; P.O. Box 770; Jamestown, CA 95327. (209) 984-5741.

Developmental Funding: USOE ESEA Title III JDRP No. 74-37 Approved: 4/29/74

Compiled Summer 1981

PROJECT

LEE COUNTY FOLLOW THROUGH: Mathemagenic Activities Program (MAP)

Comprehensive education and intellectual development, emphasizing math, for economically and educationally deprived children in grades 1-3.

target audience Approved by JDRP for grades 1 and 3.

description The Lee County Follow Through program is based on the University of Georgia Mathemagenic Activities Program, which emphasizes mathematics in the context of classroom environments that stimulate cognitive growth and the acquisition of basic academic skills through concrete activities and intellectual challenge for the children. Each classroom is staffed by a certified teacher and two aides.

The desired classroom environment evolves from these principles and processes: Learning activities must be based on what children already know and at the same time stretch and challenge them; the teacher must assess each child's developmental level. Intellectual growth occurs only through active involvement, so manipulation of objects is called for. Independent activity is necessary for learning, so children must exercise choice, and to experience such self-regulation, children select activities and work independently. In addition, many structured and small-group lessons involve the teacher or aides.

A variety of guides prepared by the University of Georgia is used by the teachers, together with district-approved materials. A specially trained resource teacher provides regular inservice training, visits classrooms each day, and gives two demonstration lessons every month.

Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

Contact the project about available training and other services.

contact Sam Cecil, Director; Lee County Follow Through Project; P.O. Box 468; Jonesville, VA 30602.
(703) 346-1389.

Developmental Funding: USOE Follow Through **JDRP No.** 80-51d **Approved:** 2/2/81

Compiled Summer 1981

PROJECT

LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER

A program based in part on the cognitive-developmental theory of Jean Piaget and the educational philosophy of John Dewey that blends open-ended child-initiated activities with teacher-structured lessons.

target audience Approved by JDRP for school administrators, teacher trainers, paraprofessionals, and teachers of grades K-3. Intended beneficiaries are children and their parents.

description The LeFlore County Follow Through program employs the High/Scope cognitively oriented curriculum as a framework for education. This curriculum was developed by the High/Scope Educational Research Foundation of Ypsilanti, Michigan.

Children assume responsibility for their own learning by planning self-initiated activities, carrying out their plans, presenting what they have learned, and sharing their experiences with others. Teaching teams structure specific learning experiences based on children's needs and their ability to learn a concept or skill. Adults help children apply acquired skills within student-initiated projects. Through this process, children become knowledgeable in the areas of writing and reading, mathematics, science, social studies, music, physical education, health, and safety.

Recognizing that parental commitment to children's education is a major factor in a child's school success, the LeFlore County Follow Through project has developed and implemented a parent program that takes the school to the home and brings parents to the school. Parents participate in classroom activities and use school facilities for group meetings and workshops. Through these efforts, parents have contributed their knowledge, skills, and resources to the school's educational goals and at the same time have extended their formal school training.

Contact the project about available training and other services.

contact Robert Pickett, or Linda Brower; Educational Service Building; Hi-way 82 West; Greenwood, MS 38930. (601) 453-4819 or 455-4107.

Developmental Funding: USOE Follow Through **JDRP No.** 77-123 **Approved:** 8/18/77

Compiled Summer 1981

PROJECT

MARC: Multisensory Approach to Reading and Reading Readiness Curriculum

A multisensory approach to beginning readiness that emphasizes slow pacing of skills, diagnosis of student needs, and inservice training of teachers and administrators.

target audience Approved by JDRP as a K-1 reading program for students from low-income families in rural areas and as an inservice program for teachers and administrators. MARC also serves grade 2 students, remedial readers, learning-disabled students, special education students, and students in urban settings, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Project MARC trains teachers to use a systematic approach in teaching reading. It combines instruction materials, multisensory techniques, and teacher training in a practical, effective program. Students are grouped for instructional purposes based upon continuous diagnosis, and are taught through a combination of activities designed to use all the learning modalities. Kindergarten materials and techniques focus on developing knowledge of letters and sounds as well as concepts. Children are taught letters and sounds through a unique technique called The Linkages, which integrates auditory, visual, and kinesthetic modalities to enable children to learn through the avenue most appropriate to their needs. Materials for this level include alphabet booklets, wall cards, an alphabet sound pack, readiness skill sheets and a poetry book, language master alphabet cards, and an alphabet drill pack. First-grade materials emphasize linguistic word families, decoding and word attack skills, and vocabulary and comprehension skills. During initial reading instruction, the teacher uses blending techniques that feature multisensory learning, slow pacing, and reinforcement of the processes involved in decoding. Each lesson focuses on one linguistic or phonetic feature, and workbooks and supplementary materials supply reinforcement activities. As students progress, instruction and reading become more complex, so that once children complete the series it is easy for them to make the transition to commercial basal reading materials. Reading materials include storybooks, reinforcement exercises, tapes and worksheets, diagnostic instruments, and 16 readers, workbooks, and manuals. The teacher training program is described in a guide with accompanying cassette tapes. The guide covers materials, philosophy, multisensory techniques, teaching reading, diagnosis, classroom games, learning centers, and conducting a training session.

Contact the project about available training and other services.

contact Annie Ruth Perryman, Director; Project MARC; P.O. Box 98; Crawfordville, FL 32327.
(904) 926-7909.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-7 Approved: 3/16/79

Compiled Summer 1981

PROJECT

MATTESON FOUR-DIMENSIONAL READING PROGRAM

A multitext, individualized, comprehensive reading skills-developmental reading program for grades 4-8.

target audience Approved by JDRP for students of all abilities, grades 4-8.

description The program's goal is that students reach a level in the reading-skills sequence commensurate with their reading expectancy level. The four dimensions are: developing basic skills that students need in order to read critically, purposefully, and appreciatively; teaching students to use reading as a tool for learning; fostering an appreciation of literature; and developing permanent interests in reading for enjoyment. Students progress through a series of individualized learning packages covering 108 behavioral objectives, omitting the skills they have already mastered. Activities noted in the learning packages direct the student to selections in various reading texts appropriate to his/her independent reading level. Activities are varied and increase in level of readability and complexity following Bloom's taxonomy. Criterion-referenced tests include a placement test, pretest, posttests, and sub-skills tests for all 108 objectives. A management system consisting of class record sheets and individual pupil-progress charts shows the student's growth in reading. This skills-development portion of the program is expected to take from 40-60 percent of the total reading time. The remainder of the time is devoted to application of skills through a variety of reading-language activities to provide a well-integrated reading program.

Adopters are trained in the use of cloze procedure, readability formulas, application of behavioral objectives, writing of learning packages, diagnosis and placement of students, and program operation. (The Matteson Program is intended to be a basic skills-development reading program. It is not a supplement to a basal reader series.)

Contact the project about available training and other services.

contact Allan Dornseif, Matteson School District 162; 21244 Illinois St., Matteson, IL 60443.
(312) 748-0100.

Developmental Funding: USOE ESEA Title III JDRP No. 77-109 Approved: 2/25/77

Compiled Summer 1981

PROJECT

McCORMICK COUNTY FOLLOW THROUGH: Mathemagenic Activities Program (MAP)

Comprehensive education and intellectual development, emphasizing math, for economically deprived children in grades K-3.

target audience Approved by JDRP for grades 1 and 3.

description The McCormick County Follow Through program is based on the University of Georgia Mathemagenic Activities Program, which emphasizes mathematics in the context of classroom environments that stimulate cognitive growth through concrete activities and intellectual challenge for the children.

The desired classroom environment evolves from these principles and processes: Learning activities must be based on what children already know and at the same time stretch and challenge them; the teacher must assess each child's developmental level. Intellectual growth occurs only through active involvement, so manipulation of objects is called for. Independent activity is necessary for learning, so children must exercise choice, and to experience such self-regulation, children select activities and work independently. In addition, many structured and small-group lessons involve the teacher or aides.

A variety of guides prepared by the University of Georgia is used by the teachers. Regular inservice training on teaching techniques and Piagetian assessment is conducted with guidance from the university sponsor.

Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

Contact the project about available training and other services.

contact Mildred Knight, Director, McCormick County Follow Through Project; McCormick County Public Schools; P.O. Box 687; McCormick, SC 29835. (803) 465-2090.

Developmental Funding: USOE Follow Through

JDRP No. 80-51c Approved: 2/2/81

Compiled Summer 1981

PROJECT

METRICS MADE EASY

A systematic "hands-on" approach to metrication that includes field-tested techniques, activities, an assessment system, and staff development materials.

target audience Approved by JDRP for grades 1-8.

description Metrics Made Easy has developed strategies and materials for instruction in the International System of Units (SI Metric Measurement System) at the elementary school level. The program encompasses mathematics, science, social science, and consumer education, and provides inservice education for teachers and parents. It improves student skills in: measuring in metric units, defining metric terms used in common measurement problems, and solving problems in metric format. The measurement curriculum includes three broad goals, 26 objectives, and more than 100 suggested activities. The program has developed and packaged three components. The first is formal preservice/inservice for teachers. The second is a metric instructional model structured by level (K-3, 4-6, 7-8) which includes a Teacher Resource Guide containing activities and instructional sequences, materials for hands-on measurement experiences, and an assessment program ($15 each). This guide also includes a training format for paraprofessionals and/or teacher trainers and 25-30 weekly 40-minute lessons. Each lesson includes hands-on measuring activities and individual student follow-up worksheets. The third component consists of classroom assistance in the implementation year from a trained metric paraprofessional. A unique project-developed system couples student and teacher inservice and awareness. Following training, metric paraprofessionals disseminate information and conduct demonstration lessons. Teachers learn along with their students. Under another option, teachers with metric background and adequate metric measurement tools can purchase the Teacher Resource Guide separately. However, pre/posttest data are required by the project.

Contact the project about available training and other services.

contact Karen Spano, Project Director; Metrics Made Easy; Ocean View School District; 16940 "B" St.; Huntington Beach, CA 92647. (714) 848-7013.

Developmental Funding: USOE ESEA Title IV-C and
Metric Education Program

JDRP No. 79-31 Approved: 7/11/79

Compiled Summer 1981

PROJECT NEW HAVEN FOLLOW THROUGH PROJECT

Comprehensive services for low-income families and children with preschool experience.

target audience Approved by JDRP for grades K-3.

description The goal of this program is to help children become confident, inventive, responsive, and productive people. To achieve this goal, it uses a multidimensional learning process for adults and children that features assessment of each child and an individualized program based on consultations among the entire teaching team. This team consists of the classroom teacher, teaching assistant, staff developer, psychologist, social worker, parents, nurse, speech therapist, community worker, and Bank Street College of Education advisor. Social studies, emphasizing the children's environment and the people in it, supplies the framework for the curriculum. Children ask questions and find their own answers through first-hand experiences on field trips and by conducting interviews. Recording information and ideas helps children practice language and math skills. Classroom life and discussions help to develop problem-solving skills. Instruction in reading follows the language experience approach and is supplemented by basal readers and trade books. Math concepts and logical thinking are taught by means of manipulative materials, charts, graphs, computation, and problem-solving stories.

Parents are actively involved in their children's school life in a variety of ways. They volunteer in the classroom; they are members of the policy advisory committee, which gives them an active voice in school program policy decisions; and they participate in activities that develop their own interests, skills, and careers and in activities that help them understand how their children grow and learn.

Contact the project about available training and other services.

contact Audrey P. Tiani, Director; New Haven Follow Through Project; c/o Roger Sherman School; 765 Elm St.; New Haven, CT 06511. (203) 787-6456.

Developmental Funding: USOE Follow Through JDRP No. 77-156g Approved: 4/24/81

Compiled Summer 1981

PROJECT NICHOLS AVENUE FOLLOW THROUGH: A Direct Instruction Model

Basic reading, arithmetic, and language for low-income, nonwhite, inner-city children in grades K-3 and a program for their parents.

target audience Approved by JDRP for grades 1-3. Approved grade levels are based on claims for children in the program for four full years.

description To increase the skills that participating children have acquired in their preschool programs so they can compete with more fortunate peers, the Nichols Avenue Follow Through program relies on highly structured DISTAR materials in reading, arithmetic, and language, which carefully sequence tasks to ensure skill mastery. The content of each three-level sequence is as follows: Reading I and II, decoding and comprehension; Reading III, reading for and making use of new information; Arithmetic I, basic addition and subtraction; Arithmetic II, multiplication, fractions, column addition and subtraction, and measurement; Arithmetic III, column multiplication, long division, subtraction with regrouping, and story problems; Language I and II, comprehension; Language III, reasoning and rules of grammar and structure. Physical education, art, and science are taught by district resource teachers. Lessons are presented to the children in small groups of six to ten for 30 to 35 minutes a day in each content area. Criterion-referenced tests cover the content of each nine weeks of instruction; results are used to place pupils in the proper group. A competency-based curriculum resource teacher operates a reading and mathematics skill center, conducts demonstrations of competency-based curricula, and offers special programs for students needing reinforcement. A full range of support services, preservice and regular inservice for teachers, and a parent advisory committee are other parts of the program.

Contact the project about available training and other services.

contact Dorothy Rice, Director; Nichols Avenue Follow Through; 2427 Martin Luther King Ave., S.E.; Washington, DC 20020. (202) 767-7085.

Developmental Funding: USOE Follow Through JDRP No. 80-50c Approved: 12/29/80

Compiled Summer 1981

PROJECT

PEGASUS: Personalized Educational Growth and Achievement with Selective Utilization of Staff

A management program in reading personalized to meet students' needs.

target audience Approved by JDRP for grades 2-9. This program has been used in other settings with grades 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The PEGASUS curriculum structure consists of performance objectives and corresponding diagnostic instruments on 17 sequential reading levels at all ability levels in grades K-8. Students in grades 9-12 use PEGASUS as a specialized program. After diagnosis, students are grouped and subgrouped according to identified needs. A chart is used to track each student's progress. A resource file of learning materials for fast, average, and slower-achieving students is coded to PEGASUS objectives. Additional learning activities are developed, coded, and shared by PEGASUS adopters in inservice sessions. Instruction is personalized, motivation techniques are emphasized, and a variety of approaches to teaching reading skills is used. No single teaching approach is either recommended or required. Teachers continue to use any methods that they have found to be successful. PEGASUS utilizes materials found in adopters' classrooms.

The program is offered for diagnosing student needs, selecting appropriate materials to meet those needs, and assessing student gains. PEGASUS aids classroom teachers in organizing instruction for reading and other subject areas.

PEGASUS is an adoption site of PEGASUS-PACE, Tuscaloosa, Alabama.

Contact the project about available training and other services.

contact Cheryl Hendress, Project Coordinator; Bureau County Educational Service Region; Courthouse; Princeton, IL 61356. (815) 875-1529 or 872-4181.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 1 Approved: 1/9/79

Compiled Summer 1981

PROJECT

PERSONALIZED INSTRUCTION: A Classroom Team Approach

A classroom team approach to improving language arts skills.

target audience Approved by JDRP for pupils in grades 1-5 scoring in lowest quartile in reading achievement. This program has been used in other settings with grades 6-7, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The Personalized Instruction program is designed to provide an instructional model that will be successful in helping pupils improve their language arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading.

Specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the classroom teachers' existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement. They are cross-age grouped in regular classrooms, with 24 Title I pupils served for a 60-80 minute language arts period. Each class is divided into three or four subgroups of six to eight pupils; during the period, each subgroup receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary instruction from the Title I teacher, and 20 minutes of reinforcement activities from the aide. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications). In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

Contact the project about available training and other services.

contact Sally Jo Case, Coordinator, or Eleanor Pennington, Developer; 7200 Lowell Blvd., Westminster, CO 80030. (303) 428-3511, ext. 260.

Developmental Funding: USOE ESEA Title I JDRP No. 74-122 Approved: 12/16/74

Compiled Summer 1981

PROJECT PHILADELPHIA FOLLOW THROUGH BEHAVIOR ANALYSIS RESOURCE CENTER (BARC)

A training center for administrators, teachers, paraprofessionals, and parents, with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis program.

target audience Approved by JDRP for grades K-3.

description The Philadelphia Behavior Analysis program consists of a wide array of systematic techniques capable of creating an educational environment to accelerate the social and academic development of young children. Training for implementation, lasting two to five days, can be tailored to meet specific site requirements. Areas of concentration include: understanding human behavior; reinforcement strategies; learning styles; curriculum development; instructional strategies; room arrangement; and aide and parent involvement. Each Behavior Analysis classroom contains one teacher and at least one aide or parent, but ideally one aide and one parent. The aide and/or parent reinforce the teacher's instructional program by providing assistance in a program utilizing small-group strategies. Academic instructional time (the earn period) focuses on the basic skills -- reading, mathematics, spelling, and handwriting. Weekly targets are set for each child. Motivation and positive reinforcement permeate the classroom. A tangible motivational system, such as a token economy, tally system, or contracting, is used. The children are encouraged to engage in their learning tasks by "back-ups" -- games and activities -- based on their interests and needs. Points earned or contracts negotiated are exchanged for the back-ups (spend time) at intervals throughout the day, once a day, or at a delayed time. Punishment is de-emphasized. Curriculum materials have entry placement and diagnostic tests; are self-checking; require frequent response from the student; can be individualized; present skills in small steps; and enable child progress to be monitored and measured. Each child in the program is targeted for a year-end goal of at least grade-level achievement in reading, math, and spelling. Grade-level achievement is correlated to book and page placements in the materials.

Contact the project about available training and other services.

contact Leontine D. Scott, Director, or Roger Hurett, Coordinator, Follow Through Programs; Room 510, Administration Bldg.; School District of Philadelphia; 21st and Parkway; Philadelphia, PA 19103. (215) 299-7000 or 567-4161 or -2920.

Developmental Funding: USOE Follow Through JDRP No. 77-163 Approved: 9/1/77

Compiled Summer 1981

PROJECT PICKENS COUNTY FOLLOW THROUGH: Mathemagenic Activities Program (MAP)

Comprehensive education and intellectual development, emphasizing math, for economically and educationally deprived children in grades 1-3.

target audience Approved by JDRP for grades 1 and 3.

description The Pickens County Follow Through program is based on the University of Georgia Mathemagenic Activities Program, which emphasizes mathematics in the context of classroom environments that stimulate cognitive growth and the acquisition of basic academic skills through concrete activities and intellectual challenge for the children.

The desired classroom environment evolves from these principles and processes: Learning activities must be based on what children already know and at the same time stretch and challenge them; the teacher must assess each child's developmental level. Intellectual growth occurs only through active involvement, so manipulation of objects is called for. Independent activity is necessary for learning, so children must exercise choice, and to experience such self-regulation, children select activities and work independently. In addition, many structured and small-group lessons involve the teacher or aides. A variety of guides prepared by the University of Georgia is used by the teachers, together with district-approved materials. A specially trained resource teacher provides regular inservice training, visits classrooms each day, and gives two demonstration lessons every month.

Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

Contact the project about available training and other services.

contact Kathy Cowart, Director, Pickens County Follow Through Project, 419 College Ave., Jasper, GA 30143. (404) 692-5222 or -5703.

Developmental Funding: USOE Follow Through JDRP No. 80-51s Approved: 2/2/81

Compiled Summer 1981

PROJECT PLATTSBURGH FOLLOW THROUGH PROGRAM

Reading, math, and language for children from low-income areas.

target audience Approved by JDRP for grades K-3.

description The goals of the Plattsburgh Follow Through program are to prevent economically disadvantaged children from failing in reading and math and to promote development of their language skills. Initial and ongoing assessment, weekly meetings of the entire staff, periodic reviews of each child's reading and math progress, and staff development in Bank Street College of Education theories and practices are the means used to attain the program's goals.

Rather than being directed by their teacher, the children help shape their own activities. They work independently, in small groups, or singly with the teacher or aide on such projects as sand and block construction, art activities, cooking, dictation, journal writing, measurement, and science experiments. The classroom setting is tightly organized, giving children the opportunity to express themselves in words and actions and to work with each other.

Home visits, trips for parents and children, and participation by parents in the classroom are fundamental to the program. In addition, parents are offered a variety of practical and academic courses and workshops with community agencies.

Contact the project about available training and other services.

contact Robert [illegible], Director, Plattsburgh Follow Through Program, [illegible] Street School, [illegible] St., Plattsburgh, NY [illegible]. (518) [illegible].

Developmental Funding: USOE Follow Through JDRP No. [illegible] Approved: [illegible]

Compiled Summer 1981

PROJECT POCATELLO FOLLOW THROUGH: Mathemagenic Activities Program (MAP)

Comprehensive education and intellectual development, emphasizing math, for economically deprived children in grades 1-3.

target audience Approved by JDRP for grades 1 and 3.

description The Pocatello Follow Through program is based on the University of Georgia Mathemagenic Activities Program, which emphasizes mathematics in the context of classroom environments that stimulate intellectual growth through concrete activities and intellectual challenge for the children.

The desired classroom environment evolves from these principles and processes: Learning activities must be based on what children already know and at the same time stretch and challenge them; the teacher must assess each child's developmental level. Intellectual growth occurs only through active involvement, so manipulation of objects is called for. Independent activity is necessary for learning, so children must exercise choice, and to experience such self-regulation, children select activities and work independently. In addition, many structured and small-group lessons involve the teacher or aides.

Teachers use a variety of guides prepared by the University of Georgia. Regular inservice training on teaching techniques and Piagetian assessment is conducted with guidance from the university sponsor.

Medical and dental health, nutrition, psychological and social services, and parent involvement are other essential elements of the University of Georgia model.

Contact the project about available training and other services.

contact [illegible], Director, Pocatello Follow Through Project, Pocatello School District No. 25, [illegible], P.O. Box [illegible], Pocatello, ID [illegible]. (208) [illegible], ext. [illegible].

Developmental Funding: USOE Follow Through JDRP No. [illegible] Approved: [illegible]

Compiled Summer 1981

PROJECT PROJECT PRIDE: Professional Reading Instruction with Desirable Effects

A pull-out remedial reading program utilizing modality assessment and careful diagnosis of each learner's reading deficiencies in an eclectic approach to instruction.

target audience Approved by JDRP for educationally disadvantaged pupils, grades 2-6.

description The Project PRIDE diagnostic reading program has been designed to be compatible with existing commercial reading programs. Regular classroom teachers and Title I reading instructors use common diagnostic data to plan instruction skill sequences for deficient readers. Participants must be one year or more below grade level in reading. Standardized individual oral diagnostic reading tests are administered on a pre/post basis to all students selected for participation. Pretest information is used to determine each participant's weaknesses and proficiencies. Pupils with similar skill deficiencies are grouped together for reading instruction. Groups of five or fewer attend 25-minute reading sessions conducted by certified reading specialists five days per week. Individualized instruction can be provided to pupils with severe reading deficiencies. Title I teachers develop and maintain reading profiles for each program participant. These profiles identify weaknesses and strengths and help teachers to plan a program of remediation for students. Skills in need of remediation are sequenced. Modality assessment is conducted to identify each student's most effective mode of learning. Procedures for remediation of reading skill deficiencies are determined by each pupil's most receptive mode of learning. Teacher-directed instruction provides activities geared to the needs of each group. Individualized instruction provides appropriate independent assignments for every participant. An attempt is made to increase motivation by identifying each learner's interests and by providing learning experiences compatible with those interests whenever possible.

Contact the project about available training and other services.

contact Horace F. Smith, Title I Director; William Penn School District; Bell Avenue Administration Building; Bell Ave. and MacDade Blvd.; Yeadon, PA 19050. (215) 623-2180.

Developmental Funding: USOE ESEA Title I **JDRP No.** 79-20 **Approved:** 9/12/79

Compiled Summer 1981

PROJECT PRIOR: PReschool and Improvement Of Reading

A coordinated approach to school experience through readiness in preschool and reading improvement in elementary school.

target audience Approved by JDRP for pre-kindergarten children with developmental delays, grade 1 pupils needing further readiness, and elementary students achieving in the lower three stanines in reading.

description PRIOR consists of two projects: Preschool offers early educational experiences necessary to later success in school and Reading Improvement provides remedial reading services to elementary students. PRIOR offers a management process for organizing and operating a Title I program as an integral part of a school system. Building principals are responsible for the day-to-day operation of both the Preschool and the Reading Improvement programs. Both projects are headquartered in a Central Resource Center which provides office space, materials centers, and facilities for staff inservice and parent activities. Strong emphasis is placed on parent involvement. Home-school liaison in both projects is accomplished by part-time Parent Coordinators and a Preschool Home Educator. One teacher in each project is designated Head Teacher (part-time) to coordinate staff and program activities with the Title I Director. This organization results in close cooperation and articulation between the two projects, although either one can exist singly if necessary. Project-developed handbooks guide prescriptive and diagnostic instruction, but teachers have appreciable autonomy in selection of materials and techniques. Development of language concepts is recognized as being essential at all levels of instruction. Regular inservice for staff enhances competencies and encourages involvement in planning, implementation, and program evaluation. A comprehensive yearly program evaluation is carried out with the assistance of outside agencies. PRIOR takes advantage of many district and community resources to provide support services to students. Children attend three hours per day for 160 days each year. The Reading Project operates as a pull-out program with each child participating 30 minutes per day. Instruction emphasizes application of reading skills rather than isolated drill.

Contact the project about available training and other services.

contact Melba Treaster, Head Teacher, or Buford Plemmons, Director of Federal Projects; PRIOR; Poudre School District R1; 2407 La Porte Ave.; Fort Collins, CO 80521. (303) 484-3462 or 482-7420.

Developmental Funding: USOE ESEA Title I **JDRP No.** 79-24 **Approved:** 5/30/79

Compiled Summer 1981

PROJECT PROGRAMED TUTORIAL READING

An individualized, one-to-one tutoring program for slow learners or potential reading failures, regardless of economic or demographic background.

target audience Approved by JDRP for first-grade students in the lowest quartile who need help learning to read. This program has been used in other settings with grades 2-4, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Programed Tutorial Reading (PTR) supplements but does not substitute for conventional classroom teaching. PTR uses specially trained, carefully supervised paraprofessional tutors who implement its highly structured content and operational programs. The teaching strategy, built on established learning principles, uses many elements of programmed instruction -- frequent and immediate feedback, specified format, and individualized pace -- but, unlike programmed instruction that uses the fading process, proceeding from many initial cues to the minimum needed for success, PTR uses the brightening process, in which minimal cues are followed by increased prompting until complete mastery of the reading task is achieved.

Children receive a tightly organized 15-minute daily tutoring session, during which they read from classroom basal readers supplemented with special texts dealing with comprehension and word coding and decoding. Tutors are trained to follow, verbatim, the content and operational programs contained in the Tutor's Guide. These specify in detail what, when, and how to teach the content material and also limit tutors' decisions about children's responses. Integral and essential to the PTR methodology are its special recording procedures, which not only indicate children's progress but also prescribe exactly which separate items must be reviewed until mastery is achieved. Constant reinforcement or praise is also an essential part of the instructional technique, while overt attention to errors is minimized.

Contact the project about available training and other services.

contact Susan Ward, Director; Programed Tutorial Reading; Davis School District; 45 E. State St.; Farmington, UT 84025. (801) 451-2291. Phillip Harris, Director; Programed Teaching Research and Development Center; Indiana University; 2805 East 10th St.; Bloomington, IN 47405. (812) 337-6756.

Developmental Funding: USOE ESEA Title I JDRP No. 74-17 Approved: 3/18/74

Compiled Summer 1981

PROJECT PROVISO READING MODEL

A program of structured sequential activities for language arts, mathematics, and science courses to remedy serious reading problems among students in grades 9-12.

target audience Approved by JDRP for grades 9-12.

description The Proviso Reading Model is a four-year program. Ninth-grade students identified as disabled readers enroll in the program's Level I courses in English, general science, and math fundamentals. In tenth, eleventh, and twelfth grades, students who have not yet developed the skills required to enter one of the district's nonremedial English curricular sequences are enrolled in program courses for Levels II, III, and IV. The Proviso Reading Model is based on four convictions: that poor readers can improve, even in high school if reading is a major thrust of the total curriculum; that a sound high school reading program must be based on a definition of reading as a thinking skill; that the skills that make up what is generally defined as reading (linear reading) may better be learned through carefully devised visual literacy (media reading), composition, oral communication, mathematical computation, language, and listening activities within courses in English, science, and mathematics than in pull-out tutorial or remedial activities not part of the regular curricular offerings; and that materials and strategies attractive enough to make reluctant students excited about learning do exist. The organization of Level I allows for a variety of teaching strategies. Activities can be directed by a single teacher with a general background in language, composition, and reading. If there are enough students, the course can be taught by a team of three teachers, each of whom directs the activities of one specific area -- reading, media, or composition. Math and science are taught by regular classroom teachers using materials devised by district reading specialists. In Levels II, III, and IV, students continue to develop linear and visual reading skills while applying these to the development of skills in composition, speech, and media. A curriculum guide, with single copies of all instructional materials, is available for each level.

Contact the project about available training and other services.

contact Dale Crawford; Proviso Township High Schools, District No. 209; 807 S. First Ave.; Maywood, IL 60153. (312) 344-7000, ext. 200.

Developmental Funding: USOE ESEA TITLE IV-C JDRP No. 80-9 Approved: 6/17/80

Compiled Summer 1981

PROJECT PSYCHOMOTOR LEARNINGS FOR ACADEMIC YIELDS (Project PLAY)

Perceptual-motor and/or cognitive activities conducted by teachers and parents to increase children's reading readiness.

target audience Approved by JDRP for pre-kindergarten through grade 1.

description This program is based on the assumption that psychomotor deficiencies (which may be due to poor socioeconomic backgrounds) will interfere with learning, especially beginning reading, and must be either prevented or corrected. Pre-kindergarten, kindergarten, and grade 1 children participate in teacher-directed perceptual-motor and cognitive activities based on a project-developed diagnostic/prescriptive curriculum guide. Gross and fine motor activities combined with cognitive learnings such as shapes, colors, and letter and word recognition help the child transfer sensory experiences to conceptual meanings. Teachers are trained in diagnostic procedures, methods of combining perceptual-motor and cognitive instruction, and preparation of learning environments that encompass gross and fine motor and cognitive-related learnings. In addition, parents are given a training handbook and special activity packets intended to help them understand some basic principles of child development. These packets describe techniques that parents can use to teach their own children. Involvement of the local community is an important aspect of the program. Community agencies (the mental health department, the swimming staff at the YMCA, groups of elderly people, the local library, and a speech and hearing clinic) would be helpful at any adopting site. Project students have included special education children (15 percent) and children designated as low-achievement, high-risk, or as having motor problems (70 percent), with the remainder coming from the regular school population. The project has a similar program for preschoolers. Three- and four-year-olds spend two hours weekly on perceptual-motor/cognitive activities that are conducted in a mobile van. These activities are reinforced at home by parental instruction.

Contact the project about available training and other services.

contact Evelyn Murray; Bristol Virginia Schools; 222 Oak St.; Bristol, VA 24201. (703) 669-8181.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 79-38 Approved: 4/22/80

Compiled Summer 1981

PROJECT PUBLIC SCHOOL 33 MANHATTAN FOLLOW THROUGH PROJECT: A Child Development Approach

A developmental reading and language arts program for children from a variety of ethnic backgrounds whose first language may not be English.

target audience Approved by JDRP for grades K-3.

description With the goals of increasing children's language competence and laying a foundation in reading, this Follow Through project bases instruction on a combination of traditional and open-classroom, experiential learning techniques that take the children's development and language levels into consideration. Language Experience in Reading and the Structural Reading Program are the basic textbook series, which are supplemented by other commercial texts and by teacher- and pupil-made materials. Classrooms are organized into science, math, cooking, art, writing, reading, and listening centers and are equipped with tape recorders and typewriters for the children to use.

Continuous regrouping and peer teaching are important aspects of the program. Each classroom is staffed by a teacher and an aide who receive workshop training in a Resource Workshop Center at the school. This training is also available to parents. Parent volunteers are encouraged to participate in many ways in the classroom, Parent Room, and community.

Contact the project about available training and other services.

contact Jean Burlingham, Coordinator; Public School 33 Manhattan Follow Through Program; Community School District 2; 281 Ninth Ave.; New York, NY 10001. (212) 564-3733.

Developmental Funding: USOE Follow Through JDRP No. 80-48 Approved: 2/4/81

Compiled Summer 1981

PROJECT PUBLIC SCHOOL 92 MANHATTAN FOLLOW THROUGH

A cognitively oriented program for improving the reading and oral and written communication abilities of inner-city children.

target audience Approved by JDRP for grades K-3.

description The program approach integrates elements of traditional academic education with cognitively oriented methods, which facilitates active learning through teacher- and child-initiated activities that are open-ended, individualized, and carried out in small groups. Derived from the High/Scope Educational Research Foundation approach, the principal goals of this Follow Through program are improvement of reading and development of skills in oral and written communication. Mathematics and other subjects are also included in instruction. Teaching teams consisting of a teacher and a paraprofessional plan and conduct instructional activities. Children develop and apply basic skills as they plan and evaluate their own projects. Each classroom is organized into learning centers, where child-initiated activities are conducted daily. Child-initiated activities follow a four-step process: planning, work, representation, and evaluation. In planning, children dictate or write what they propose to do for the day. In the work step, they carry out their plans. In the representation step, they write a story or draw a picture to show what they have done, and in evaluation, they assess the day's activity and share in small groups.

Contact the project about available training and other services.

contact Margaret Butler, Director; Public School 92 Manhattan Follow Through, Community School District 5; 222 W. 134th Street; New York, NY 10030. (212) 283-3800 or -3801.

Developmental Funding: USOE Follow Through

JDRP No. 77-123h Approved: 2/4/81

Compiled Summer 1981

PROJECT PUBLIC SCHOOL 137 BROOKLYN FOLLOW THROUGH: A Direct Instruction Model

Reading, writing, arithmetic, and language for economically disadvantaged children.

target audience Approved by JDRP for grades K-3.

description This goal of this Follow Through project is to provide economically disadvantaged children with sufficient basic skills in reading, arithmetic, and language to compete with their more fortunate peers for vocational and academic opportunities. To attain this goal, DISTAR materials are used for reading, language, and arithmetic. The regular school subjects of handwriting, spelling, science, social studies, and health are also taught. All three DISTAR reading levels encompass decoding and comprehension; they are supplemented by a linguistic reading series with comprehension questions in grades 1-3 and by a basal reading series in grades 2 and 3. Arithmetic covers addition, subtraction, multiplication, division, and measurement and includes many story problems. The three oral and written language sequences include logical operation, grammatical analysis, and questioning strategies. In small-group lessons of 35-40 minutes, the teacher and aides use the DISTAR techniques of positive reinforcement, group and individual response, appropriate correction procedures, and teaching to mastery. Student progress is monitored for both quantity and quality of instruction. Criterion-referenced tests that are administered periodically are the basis for regrouping and staff training.

Contact the project about available training and other services.

contact Joan Gutkin, Director; P.S. 137 Brooklyn Follow Through; 121 Saratoga Ave.; Brooklyn, NY 11233. (212) 455-7302.

Developmental Funding: USOE Follow Through

JDRP No. 80-50h Approved: 2/13/81

Compiled Summer 1981

PROJECT RANDOLPH COUNTY FOLLOW THROUGH PROGRAM

A reading and math program based on the Primary Education Project and Individually Prescribed Instruction for children from economically and educationally deprived settings.

target audience Approved by JDRP for grades 1-3.

description The goal of Randolph County Follow Through is for children to progress academically at their own rate. That rate is expected to increase by use of manipulatives in math and by use of a variety of instructional methods prescribed by the University of Pittsburgh's Primary Education Program (PEP) and Individually Prescribed Instruction (IPI) in reading and math. PEP is used to teach classification, communication, quantification, and perceptual skills and for exploratory learning. IPI Reading, which progresses from readiness through comprehension, uses Sullivan Programmed Reading to teach children how to read, McGraw Hill storybooks and tapes, an IPI skills program to teach children what to do when reading, and locally developed materials. IPI Math covers the basic math concepts that elementary school children need and uses a variety of consumables; it includes a math maintenance program. Both PEP and IPI prescribe five elements for the classroom: a structured curriculum defined by behavioral objectives; criterion-referenced tests related to the objectives; classroom management conducive to individualizing instruction; use of PEP and IPI materials; and a system for tracking each child's progress. Children also receive instruction in the basic concepts of good nutrition.

Parents act as volunteers and classroom aides.

Contact the project about available training and other services.

contact Jacqueline Bright, Director; Randolph County Follow Through Program; 40 Eleventh St.; P.O. Box 1579; Elkins, WV 26241. (304 636-0830.

Developmental Funding: USOE Follow Through JDRP No. 77-149b Approved: 3/2/81

Compiled Summer 1981

PROJECT PROJECT READING IMPROVEMENT

A laboratory and tutorial project attacking the problem of reading deficiencies of children in grades 1-8.

target audience Approved by JDRP for grades 2-8. This program has been used in other settings with grades 1 and 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description One-to-one instruction is provided by 13 tutors for first graders who are having the most difficulty. Reading improvement laboratory experiences are provided for eligible children, grades 2-8. Each of the 16 reading laboratories is staffed by a specially trained reading teacher and a paraprofessional assistant. Only children whose standardized reading test scores are well below norms established for their age levels are selected as participants. Children are drawn from the regular classroom for 45 minutes of laboratory instruction each day. Laboratory periods are scheduled so they do not conflict with the child's reading instruction in the regular classroom. Each lab consists of small groups of 10 or fewer so that much individual instruction can be given. The standard reading lab is divided into three parts: the first is usually for small-group work in word analysis, the second is for reading specific material listed on a student's folder, while the third is for individual work designed to meet individual needs. Children's reading skills in 277 separate areas are diagnosed, and prescriptive instruction is provided to correct deficiencies. Standardized diagnostic tests and informal reading inventories are administered to each child at intervals throughout the year. Primary emphasis is on comprehension, but vocabulary, speed, and accuracy are also stressed. Efforts are made to use instructional techniques that differ from those of conventional classrooms, in order to capture and maintain the participants' interest and to increase motivation. Project staff have learned that a principal cause of reading problems is lack of desire to learn to read. A variety of learning activities is provided to correct problems arising from lack of interest.

Contact the project about available training and other services.

contact W. C. Blackmore, ESEA Title I Director, or Thelma D. McDuffie, Dissemination Coordinator; P.O. Box 1239; Burgaw, NC 28425. (919) 259-2187.

Developmental Funding: USOE ESEA Title I JDRP No. 74-103 Approved: 10/18/74

Compiled Summer 1981

PROJECT READING -- INDIVIDUALIZED REMEDIAL LABORATORIES
MATH -- INDIVIDUALIZED REMEDIATION

A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement.

target audience Approved by JDRP as a reading program for children ages 6-13. This program has been used in other settings as a mathematics program, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The reading laboratories have been developed for high concentration on the improvement of basic reading skills. A reading laboratory staffed by one special reading teacher and a paraprofessional accommodates 80-120 students daily for the entire school year. Each student's daily prescription includes two or more activities designed to meet his/her needs. Students' prescriptions include programmed and self-instructional materials purchased from a variety of vendors or developed by both consultants and project teachers. Emphasis is placed on inservice education, focusing on cognitive reading skills and on the management and use of individualized instruction in the classroom. Inservice education is provided through workshops, consultant classroom visits, and local supervisory services and support. The mathematics program provides systematic remedial instruction in areas of individual student weaknesses. A teacher and a paraprofessional work with 80-120 students daily in a specially equipped classroom. The mathematics laboratories are characterized by a focus on carefully selected essential concepts, skills, and applications with number ideas and computation; an individualized approach to the instruction; a meaningful approach to the learning of content; careful monitoring of student achievement; and teacher guidance in a supportive atmosphere. The program is based on project-developed materials, reinforced by a variety of supplementary resources and activities. Daily work is guided by individual prescriptions consisting of two or three types of activities. Inservice education receives a strong emphasis through workshops, consultant visits, and local supervisory services and support. There is an ongoing evaluation of project content, materials, instructional procedures, and overall achievement pattern of students.

Contact the project about available training and other services.

contact Virginia Morgan; Reading Laboratories; Dougherty County School System; P.O. Box 1470;
Albany, GA 31702. (912) 436-6544.

Developmental Funding: USOE ESEA Title I **JDRP No.** 74-107 **Approved:** 10/18/74

Compiled Summer 1981

PROJECT READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

A team-approach program to improve reading achievement and self-concept of reading-disabled students.

target audience Approved by JDRP for pupils grades 1-4 reading below grade level. This program has been used in other settings with pupils in grades K and 5-10, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The RIPPS project is a team approach involving classroom teachers, reading specialists, guidance personnel, special services, and parents to improve reading achievement and self-concept of disadvantaged students. The thrust of the program is to identify the child in need of service, diagnose the child's problems, develop an individualized educational program to alleviate the problems, and continually evaluate the child and the program. Through a team effort, the total child is made to function more effectively. The project's main component is a reading services program that serves students directly through individual and small-group remedial instruction and indirectly through a consultant service to their classroom teachers and parents. Each program participant is evaluated by a guidance/social worker team with output to remedial reading and classroom teachers. In cases where initial evaluation finds that an in-depth evaluation is necessary, services of a consulting psychological/psychiatric team are employed.

Another important component is total parent involvement, including regularly scheduled parent-teacher conferences, formalized 10-week parent study groups, and parent counseling. The project attempts to identify educationally disadvantaged students as early as possible by providing, together with the school department, an early-identification program that involves health and developmental screening of pre-kindergarten students, parent information sessions, and a special readiness program once the child enters kindergarten. The highly successful secondary program emphasizes the teaching of reading through the content areas, with the reading specialist providing (for the most part) consultant services to teachers of identified students.

Contact the project about available training and other services.

contact Michael W. Mello, Director of Grant Programs; Office of Grant Programs; Portsmouth School
Department; Portsmouth, RI 02871. (401) 683-1450.

Developmental Funding: USOE ESEA Title I **JDRP No.** 74-124 **Approved:** 12/16/74

Compiled Summer 1981

PROJECT PROJECT READ-WRITE

A program in reading and related language arts that uses writing techniques and prescriptions to improve reading comprehension and vocabulary.

target audience Approved by JDRP for grades 4-6. This program has also been used in grades 2-3 and 7-12 and in special education, ESL, and content-area classes, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Project Read-Write is designed to be consistently applied by the classroom teacher to augment the basic reading program in order to develop vocabulary and promote total comprehension. The program involves the application of prescriptions -- specially developed strategies designed to teach one major skill and several ancillary skills simultaneously. Each prescription involves the use of one or more language-manipulation techniques. The prescriptions are structured writing and/or oral activities that can be used with materials already available in the classroom.

The prescriptions encourage students to react holistically to a reading selection and to incorporate within the activities their own ideas, experiences, perceptions, and feelings. The prescriptions cover a wide range of reading objectives, from phonics and structural analysis to inferential, critical and creative, as well as literal comprehension. The prescriptions are arranged within the Project Read-Write Resource and Instructional Manual according to major objective and level of difficulty.

The program also offers a checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis. This checklist becomes an ongoing record of pupil achievement and accompanies the student as he or she proceeds through the grades.

Contact the project about available training and other services.

contact Ethel Uries, Director; Hawkins Street School; 8 Hawkins Street; Newark, NJ 07105. (201) 733-8216.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 80-30 Approved: 11/25/80

Compiled Summer 1981

PROJECT THE RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM (RECEP)

A program of language, mathematics, and problem solving for children in grades K-3.

target audience Approved by JDRP for grades K-3.

description By means of instruction based on the belief that success builds success, this program proposes to teach children language, math, and problem solving, to stimulate in children a good attitude toward learning, and to foster in children acceptance of other cultures. Teaching is based on the children's strengths and weaknesses, concepts and skills derived from real-life experience, and the inquiry method, where appropriate. Children are encouraged to select their own challenges and to be self-directing. Evaluation is a central feature: Individual student needs are assessed, and standardized test scores are regularly compared with those of children elsewhere in the country. Staff development features interpretation and use of test score information.

Trained classroom volunteers and a Parent-Child Learning Center library, where parents can obtain materials to use with their children at home, are features of this program. Parents, teachers, community members, and even children have donated materials to the library. In addition, parents are frequently involved in organizing activities for the center.

Contact the project about available training and other services.

contact Doris P. Shaw, Director; The Responsive Early Childhood Education Program; Goldsboro City Schools; P.O. Box 1797; Goldsboro, NC 27530. (919) 734-0561.

Developmental Funding: USOE Follow Through JDRP No. 77-154b Approved: 2/4/81

Compiled Summer 1981

PROJECT SAN DIEGO CITY SCHOOLS FOLLOW THROUGH: A Direct Instruction Model

Reading, mathematics, and oral and written language for economically disadvantaged children in grades K-3.

target audience Approved by JDRP for grades K-1.

description DISTAR instructional materials are used as the vehicle for attaining this program's goal of giving economically disadvantaged children a firm foundation in reading, math, and oral and written language. In the three-level reading sequences, decoding, comprehension, and reading for new information are the focus. Arithmetic covers addition, subtraction, multiplication, fractions, regrouping, column addition, and long division and includes story problems. The language of instruction, logical processes, sentence analysis, and usage are among the topics of the language sequences. When the children have mastered the DISTAR lessons, they move into the Ginn reading and Houghton-Mifflin math series. Small groups spend 30-40 minutes daily on each subject and additional time on social studies, spelling, science, and handwriting. Classrooms are staffed by a teacher and two aides trained in the DISTAR techniques of positive reinforcement, group and individual response, appropriate correction, and teaching to mastery. Criterion-referenced tests and careful monitoring are integral to the program.

Regular staff development, support services, and a parent program of special activities including school volunteer work are other features of this program.

Contact the project about available training and other services.

contact Ralph Green, Coordinator; San Diego City Schools Follow Through; Bandini Center; 3550 Logan Ave.; San Diego, CA 92113. (714) 234-3357.

Developmental Funding: USOE Follow Through **JDRP No.** 80-50g **Approved:** 2/13/81

Compiled Summer 1981

PROJECT SEAPORT: Student Education Assuring Positive Organized Reading Techniques

A program applying school-based and home/school liaison approaches to remedial reading problems.

target audience Approved by the JDRP as a remedial reading program for students in grades 2-3 and 6-12 who are most in need and at least one year below the appropriate grade level. This program has been used in other settings with grades 1, 4, and 5 and with preschool students in a home/school liaison program, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Project SEAPORT is a remedial reading program that provides Title I students, grades 1-12, with individualized prescriptive instruction in the classroom setting and in a pull-out resource learning laboratory. A skilled reading specialist works with students who have been identified as most in need of remedial services. The program places a strong emphasis on reading activities within content areas. Project success is enhanced by cooperation between the reading specialist and classroom teachers. The specialist provides regular consultant services to teachers. Staff development is a major component of the program. Inservice training is provided for the reading specialist and classroom teachers. Student progress is assessed each year, using pre- and posttest scores on standardized achievement tests. Quarterly monitoring and annual needs assessment are integral parts of the annual evaluation.

Project SEAPORT activities enjoy a high level of parent/community involvement. Involvement is enhanced by frequent parent-teacher conferences, a parent advisory council, frequent dissemination of information on project activities to the community, and an annual needs assessment. These activities are coordinated by a home/school liaison specialist.

Subsequent to receiving JDRP approval, Project SEAPORT instituted educational interventions for children prior to entering school. Pre-kindergarten youngsters identified by home/school liaison staff as having developmental lags receive instruction and remediation in specific skills.

Contact the project about available training and other services.

contact Mary C. Macioci, Project Director; Project SEAPORT; Newport School Department Administration Center; Grant Programs Office; Mary St.; Newport, RI 02840. (401) 846-4700.

Developmental Funding: USOE ESEA Title I **JDRP No.** 29 **Approved:** 4/9/73

Compiled Summer 1981

PROJECT STRATEGIES IN EARLY CHILDHOOD EDUCATION

A continuous-growth program with sequential program materials that bridges the gap between preschool, kindergarten, and first grade.

target audience Approved by JDRP for all students ages 4-8.

description The concepts of the project are: a child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully, because failure to take development issues into account results in failure and/or meaningless rote learning. There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area, and this program must utilize the child's mode and rate of learning so that continuous progress is possible.

Based upon these concepts, the project includes the following components: a model including the structural, functional, behavioral, and environmental components of children as they develop from age 4 to about age 8; a chart of learning objectives as related to the model; a screening manual and a pupil edition; a class record chart to record each student's starting point as indicated by the screening and to map his or her continuous progress; a prescription guide, which includes each educational objective stated on the scope and sequence chart; and a list of activities for each objective to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to enhance auditory, visual, motor, and verbal language skills leading to reading, math, and language growth.

Contact the project about available training and other services.

contact Robert Schramm, Project Director; 908 W. Main St.; Waupun, WI 53963. (414) 324-4461.

Developmental Funding: USOE ESEA Title III JDRP No. 74-75 Approved: 5/29/74

Compiled Summer 1981

PROJECT A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII)

A systematic instructional program in the basic skill areas of reading and mathematics.

target audience Approved by JDRP for students of all abilities, grades 1-6. It has been used in other settings with grades 7 and 8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description SAII has developed criterion-referenced tests and learning modules for 155 reading skills (e.g., readiness, phonics, syllabification, and structural analysis) plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions and student worksheets to accompany over 400 paperback books (e.g., Profiles in Courage, Henry Huggins, Little Red Hen). Each set of questions has been divided into lessons, with each lesson having questions on five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage the component parts. The program can be adapted to the areas of diagnosis (criterion-referenced tests -- math and reading) or basic skill development (learning modules in reading and math or comprehension components of reading).

Contact the project about available training and other services.

contact Charles L. Barker; Josephine County School District; 706 N.W. "A" St.; Grants Pass, OR 97526. (503) 476-1484.

Developmental Funding: USOE ESEA Title III JDRP No. 15 Approved: 4/4-5/73

Compiled Summer 1981

PROJECT

TEAM ORIENTED CORRECTIVE READING (TOCR)

A referral corrective reading program for grades 2-6.

target audience Approved by JDRP for grades 2-6. This program has been used with grades 1 and 7-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Wichita's Team Oriented Corrective Reading program is a large-scale supplemental remedial reading program operating in the city's Title I target public elementary schools and available to eligible parochial schools. Instruction is diagnostic, individualized within ad hoc groups of pupils, and correlated with the classroom reading program. Correlation is achieved through use of the Wichita Management System for Reading (including Behavioral Objectives, Student Reading Record Card, and Class Criterion Test Record). Long-range program goals are to improve basic reading skills, use of library media, and pupil attitudes and work habits. The six phases of the program (identification, screening, diagnosis, scheduling, instruction, and evaluation) and its team-oriented philosophy are delineated in the handbook Team Approach to Reading Success. The handbook and the Process and Performance Objectives are integral parts of the program; they describe the roles of the different team members and suggest timetables for program activities. Based on research results over a number of years, an eclectic approach using multilevel, multimedia materials is emphasized. Instructors are specialized teachers certified in reading with the dual responsibility of providing student instruction and resource services to building staff and parents. Instructional paraprofessionals are utilized when caseloads exceed 50 pupils. Parent Advisory Councils play an important role in program planning and operation. The Reading Task Force provides input to administrators, program personnel, and teachers. Through the Title I Parent Education Aide Program, parents tutor students individually or in small groups. Reading teachers and parents plan parent workshops on reading skills and reinforcement.

Contact the project about available training and other services.

contact James G. Howell, Director; 1847 N. Chautauqua; Wichita Public Schools USD 259; Wichita, KS 67214. (316) 268-7871 or -7764.

Developmental Funding: USOE ESEA Title I JDRP No. 28 Approved: 4/4-5/73

Compiled Summer 1981

PROJECT

TITLE I COMPENSATORY MATHEMATICS PROGRAM

A remedial math program using manipulatives rather than rote drill.

target audience Approved by JDRP for grades 2-6.

description The goal of this program is to increase the mathematics achievement of students identified by mathematics curriculum tests as achieving at a level lower than expected for children of their age. Students identified each year as in need of remedial instruction receive 25-30 minutes of daily supplementary math instruction in the classroom or a resource room. Discovery techniques and use of manipulatives rather than traditional rote drill are basic to the Title I program. Use of this method of compensatory instruction relies on Jean Piaget's research, which found that elementary school children unable yet to reason hypothetically can nevertheless work logically with concrete materials.

The Title I compensatory curriculum consists of behavioral objectives, a hierarchy of skills, and criterion-referenced tests. Instruction takes place in small groups. The materials -- manipulatives -- are different from those used for regular math instruction -- the major commercial texts. Most program materials have been prepared by Title I teachers. Teaching strategies are described in program publications. Regular inservice workshops help participating teachers to perfect their skills. Consultation and cooperative weekly planning by Title I and regular classroom teachers ensure that instruction in both the regular and Title I compensatory programs is consistent across the different techniques and materials that each teacher uses. Personal contact with parents is considered important. Title I teachers are released one-half day per week to make home visits, hold conferences, and assist parents with materials for use at home.

Contact the project about available training and other services.

contact Kathleen Bullington, Director; Title I Compensatory Mathematics Program, Des Moines Public Schools; 1800 Grand Ave., Des Moines, IA 50307. (515) 256-2105.

Developmental Funding: USOE ESEA Title I JDRP No. 80-55 Approved: 2/11/81

Compiled Summer 1981

PROJECT TITLE I COMPENSATORY READING PROGRAM

A small-group remedial program for children reading below the norm.

target audience Approved by JDRP for grades 2-6.

description The goal of this program is to increase the reading achievement of children who read below the norm. The program uses a management system developed by local Title I teachers to complement the Systematic Approach to Reading Improvement (SARI) management system developed by Phi Delta Kappan and used by the district to manage the many reading series used in district schools. The Title I management system provides sequential objectives and criterion-referenced tests of listening-language, vocabulary, word analysis, comprehension, and study skills. Students are selected for the program according to the level of achievement in the SARI management system. Individual diagnostic reading tests and supplementary instruction are provided by the Title I teacher, using materials that correlate with the basal materials used by the classroom teacher. Daily instruction in groups no larger than five lasts 25-30 minutes and takes place in the classroom or a resource room. Children are released from the program once they have passed 80 percent of the classroom [illegible] tests at the level appropriate for their age and grade. The required close cooperation and weekly planning [illegible] Title I and classroom teachers result in a consistent reading program for remedial students. Three project-developed publications -- one with behavioral objectives, pre/posttests, and basal reader placement tests; one with teaching strategies; and one with a record-keeping system for tracking individual student progress -- are used in planning students' individual programs. Regular inservice workshops help participating teachers to perfect their skills. Personal contact with Title I parents is an important feature of the program. Title I teachers are released one-half day a week to conduct home visits, make telephone calls, and hold school conferences and coffees.

Contact the project about available training and other services

contact Marilyn Miller, Director, Title I Compensatory Reading Program; Des Moines Public Schools; 1800 Grand Ave.; Des Moines, IA 50307. (515) 256-2105.

Developmental Funding: USOE ESEA Title I JDRP No. 80-56 Approved: 2/11/81

Compiled Summer 1981

PROJECT TITLE I READING, GRADES 2-6

A diagnostic/prescriptive approach to the teaching of remedial reading through the use of a locally developed management system.

target audience Approved by JDRP for students grades 2-6 residing in identified Title I attendance centers and performing at or below the 40th percentile in reading.

description The major goal of the project is to provide individualized instruction for target students so that they may become competent independent readers. A management system developed by the Fort Dodge staff is the core of the program. It is flexible enough to be adapted to any basal series and to the needs and philosophy of any adopting district. This system has five components. The Hierarchy of Skills is a listing of essential reading skills stated in behavioral terms, placed in sequential order, and divided into three levels of difficulty. The three skill strands within the hierarchy are decoding, language development, and comprehension. There are pre- and posttests for each skill. The Individual Student Record Form is a chart listing all of the skills in the hierarchy in condensed form. For each skill there is space for pre- and posttesting dates and teacher's comments. These forms become the children's individual educational plans and transfer with them if they leave the attendance center. Because Title I has been in existence in Fort Dodge since 1965, there is an abundance of teaching materials in each of the centers. These materials were coded to correspond to skills in the hierarchy and described on file cards, which were placed in a Resource File. Suggestions for teaching specific skills and examples of student activities were also coded and placed in the file. Provisions have been made for staff members to continue to expand their own files with workable resources. The Parent Report Form, "From School House to Your House," is a nonthreatening progress report form to be used when conferences are not held. The Parent Handbook was developed as an idea book of activities for parents to use at home in everyday situations to build reading skills. It is distributed at Title I parent conferences.

Contact the project about available training and other services.

contact Carol Johannsen, Title I Coordinator, or Carl D. Bargo, Superintendent of Schools; 330 First Avenue North; Fort Dodge, IA 50501. (515) 576-1161.

Developmental Funding: USOE ESEA Title I JDRP No. 79-13 Approved: 4/17/79

Compiled Summer 1981

PROJECT PROJECT UNDERSTAND: Arlington's Title I Program

A program to help strengthen reading, language, and math skills in children in grades K-6 who need a supplementary learning experience.

target audience Approved by JDRP as a K-6 program for students scoring at or below the 40th percentile in reading and language arts for whom a supplementary learning experience best meets their academic needs. This program has been used in other settings to include 7-8 math skill development as well, but no evidence of effectiveness has been submitted to or approved by the Panel.

description A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-6 target children. A weighted student checklist is used to identify those students who will participate in the program. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require it, but the majority are seen in small groups (up to five) to encourage collaborative learning and interaction. Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from students' strengths rather than weaknesses. Centers appear informal and are run on a workshop basis enabling individual progress and small-group activity to flourish simultaneously. Staff are allowed great latitude in the decision-making process, not only when writing the project, but also when ordering instructional materials for the individualized needs of their students and schools. A two-week planning and brainstorming session precedes each regular school-year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early. The program works to increase parental involvement, thus fostering collaboration and understanding between school and home life. The district-wide Parent Advisory Council received training in organizational development and communications skills which resulted in the development of an Action Plan for the implementation of Parent Advisory Councils at each school. These local Parent Advisory Councils now meet with the Title I staff on a monthly basis and are actively involved in their children's learning process. A strong parent-involvement foundation has been laid and built upon by a part-time parent coordinator.

Contact the project about available training and other services.

contact Raymond A. Brodeur, Jr., Title I Director; Arlington Public Schools; 23 Maple St.; Arlington, MA 02174. (617) 646-1000, ext. 359.

Developmental Funding: USOE ESEA Title I JDRP No. 74-121 Approved: 12/16/74

Compiled Summer 1981

PROJECT UPSTAIRS SCHOOL

A program intended to improve the reading, math, and English ability of educationally disadvantaged students.

target audience Approved by JDRP as a reading program for students, grades 9-11, two or more years below grade level. This program has been used in other settings with high school students two or more years below grade level in math and basic English skills, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The Upstairs School is designed to take the student from "where he/she is" to grade level in reading comprehension, vocabulary, and basic math skills. Improving student self-concept and self-confidence is another important goal. The philosophy of the program is that students would learn if they could and if teachers were willing to commit themselves to providing the necessary structure and love. An atmosphere of work, trust, concern, and loving care is unique to the program. All students are working. All are enrolled for one 50-minute period in the area of their needs. Students enter, leave, and return as necessary. Reading is taught in an open-space classroom divided into four teaching stations plus a central lounge area for individualized-interest reading. Reading students study phonics, letter formation, creative writing, dictation of phrases, vocabulary, and oral reading; they master lists of words from stories; they learn to read for information through one-minute reading exercises followed by 10-question tests. Math class emphasizes the basic skills of addition, subtraction, multiplication, and division, using timed drills and worksheets. Teaching aids include calculators, digitors, and "thinking" exercises. Topics covered include decimals, fractions, percents, averages, and algebra. The English basic skills lab covers such skills as listening, following directions, dictionary usage, writing, library and map skills, spelling, and grammar -- some of the 19 basic competencies that students must meet before enrollment in a regular English class. Individual records keep the student constantly aware of competencies met. The Upstairs School is a highly structured "school within a school" and an alternative school in every sense.

Contact the project about available training and other services.

contact George A. Galati, Project Director, 6941 N. Central, Portland, OR 97203. (503) 286-1293.

Developmental Funding: USOE ESEA Title I JDRP No. 30 Approved: 4/4-5/73

Compiled Summer 1981

PROJECT UVALDE FOLLOW THROUGH: A Direct Instruction Model

Language, math, reading, and spelling for disadvantaged children and children requiring structured instruction.

target audience Approved by JDRP for grades K-3. The program is now used only in grades 1-3.

description This Direct Instruction program strives to teach essential skills and problem-solving strategies to disadvantaged students so that at the end of three years they can function at or near the level of their more fortunate peers. The program also accommodates children who already possess many language skills, because its built-in mastery tests and skipping schedules allow these children to move ahead as soon as they are able. A classroom teacher and a paraprofessional teach with the Direct Instruction materials, which include DISTAR language, reading, math, and spelling mastery skills. Children are placed in homogeneous groups of five to ten, where they are paced in accordance with ability and reinforced for their successes. The small-group setting enables teacher and aide to monitor individual needs and use systematic reinforcement and management principles to ensure success for each child. Children who need extra help are tutored by adults and peers. Criterion-referenced progress tests are administered to children every two weeks by a trained tester. To ensure quality teaching, local supervisors conduct classroom observations and provide inservice throughout the year. A parent coordinator promotes an active parent involvement program.

Since approximately 70 percent of the children in Uvalde public schools are Hispanic, DISTAR materials are supplemented in grades 1 and 2 with the Spanish version of DISTAR language and in grade 3 with the McGraw-Hill Steps to English. The bilingual portion of the program is designed to help students to function successfully in English as soon as possible.

Contact the project about available training and other services.

contact Kathy Knippa, Director, Uvalde Follow Through, P.O. Box 1909, Uvalde, TX 78801. (512) 278-6812.

Developmental Funding: USOE Follow Through JDRP No. 80-50i Approved: 2/13/81

Compiled Summer 1981

PROJECT WILLIAMSBURG COUNTY FOLLOW THROUGH: A Direct Instruction Model

Basic reading, arithmetic, and oral and written language for economically disadvantaged rural children.

target audience Approved by JDRP for grades K-3. Approved grade levels are based on claims for children in the program for four full years.

description This Follow Through project has set itself the goal of providing rural Williamsburg County's economically disadvantaged children with skills in reading, arithmetic, and oral and written language. The principal means of attaining this goal is the three-level programmed DISTAR Instructional System in reading, language, and arithmetic. The full curriculum also includes science, social studies, spelling, art, and health education. The three reading levels teach word attack, comprehension, inference, fluency, and accuracy. In grade 3, the school-selected reading curriculum is introduced. The arithmetic sequence begins with basic addition and subtraction concepts and continues through subtraction with regrouping, column multiplication, and long division. There are many story problems throughout the sequence. School language, vocabulary, and logical processes are taught in the first levels of the language program. Level III language expands vocabulary development and logical processes and teaches grammar, punctuation, and creative writing. Two special features of this program are daily individual reading rate and accuracy practice and a goal projection system by which teachers assign and evaluate monthly progress and mastery goals for each child. Children spend 35 minutes daily in each instructional area. One teacher and one aide in each classroom instruct children in small groups of five to twelve. Teaching to mastery, systematic correction procedures, group response, individual turns, and positive reinforcement are prescribed teaching techniques. Children are given criterion-referenced tests every six weeks in reading, arithmetic, and language. Based on the results, children are accelerated, given remedial practice, or regrouped. Inservice training includes weekly classroom observation and comment, modeling, and role playing.

Contact the project about available training and other services.

contact Eddie Allen Woods, Sr., Director, Williamsburg County Schools, 417 School St., Kingstree, SC 29556. (803) 354-9505.

Developmental Funding: USOE Follow Through JDRP No. 80-50b Approved: 12/29/80

Compiled Summer 1981

SECTION 10

SPECIAL EDUCATION/LEARNING DISABILITIES*

NDN-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

ACTIVE: All Children Totally InVolved Exercising - New Jersey.................... 10-3
A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical activity program for handicapped and normal individuals.

DEVELOPING MODELS FOR SPECIAL EDUCATION (DMSE) - Florida.................... 10-4
A comprehensive management system for identification of and intervention with exceptional students.

[illegible] PROJECT - New Jersey.................... 10-5
A basic skills vocational program for trainable mentally retarded, ages 5-21, that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.

project ERIN: Early Recognition Intervention Network - Massachusetts.................... 10-6
A competency-based training program for teachers, coordinators, and parents in modification of environment and adult intervention to assist young children with special needs in regular and special education settings.

MODIFICATION OF CHILDREN'S ORAL LANGUAGE - California.................... 10-7
A special program for training staff to work with students having language disabilities.

OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS - Oklahoma.................... 10-8
An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

PRECISION TEACHING PROJECT - Montana.................... 10-9
A precision teaching model designed to remediate and build basic tool skills through five components: screening, identification, remediation, continuous measurement, and data-based decisions.

the RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN - Georgia.................... 10-10
A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 14 years, their parents, and teachers.

project SKI*HI - Utah.................... 10-11
A statewide program providing identification and language facilitation through home management for hearing-handicapped children birth to age 6.

SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS) - Minnesota.................... 10-12
A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

the TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN - Oregon.................... 10-13
An individualized skills instruction program for moderately to severely handicapped children.

OTHER JDRP-APPROVED PROJECTS

the COMMUNICATIONS WORKSHOP (CWS) - New Jersey.................... 10-14
An alternative reading program for adolescents with learning disabilities, including a classroom management and monitoring system.

DEVELOPMENTAL EDUCATION BIRTH THROUGH TWO (Project DEBT) - Texas.................... 10-14
A home-based identification and intervention program for parents of handicapped children aged 0-3.

ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED - Nebraska.................... 10-15
A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.

GOOD SAMARITAN DIAGNOSTIC/PRESCRIPTIVE CLASSROOM FOR HANDICAPPED PRESCHOOL CHILDREN - Oregon.................... 13-6
A multidisciplinary team approach to the education of handicapped preschool children, including treatment.

I CAN INSTRUCTIONAL PHYSICAL EDUCATION SYSTEM - Michigan.................... 13-8
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PROJECT

ACTIVE: All Children Totally InVolved Exercising

A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical activity program for handicapped and normal individuals.

target audience

Approved by JDRP for handicapped, ages 6-60, nonhandicapped, grades K-9, physical education teachers, special education teachers, recreation teachers, and paraprofessionals. It has been used in other settings with pre-K and grades 10-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services at no cost to enhance successful implementation, and accountability features to enhance administrator/community support. Student instruction is based on instruction format (i.e., the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations.

No special facilities are required. Comprehensive programs can be initiated in limited space. A 30' x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 20-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

evidence of effectiveness

Testing of 80 teachers trained in 1973-74 on the Teacher-Cognitive-Psychomotor Test showed 80% mastery on 25 competencies. Pre- and post-testing of matched experimental and control groups at a six-month interval in 1973-74 on the Township of Ocean Motor Ability Test showed experimental groups' performance comparable to normal groups' performance and minimal gains for control group.

implementation requirements

Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g., by inclusion of the ACTIVE program in the special education curriculum or by use of the team teaching approach). Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedule for each trainee must be submitted to project prior to training.

financial requirements

Complete training model kit (12 manuals and three packets of spirit masters), $64.50. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary materials are available. Unit orders are available and must be prepaid.) Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used.

services available

Awareness materials are available at no cost. Visitors are welcome at project site two days per month between October and May and at additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site during the last two weeks of each month from October to May (adopter pays only its own costs plus cost of texts). Training is also available at adopter site (all expenses must be paid, including cost of texts for trainees). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Thomas M. Vodola, Director; Project ACTIVE; Township of Ocean School District; Administration Building; 163 Monmouth Rd.; Oakhurst, NJ 07755. (201) 531-6600, ext. 365.

Developmental Funding: USOE ESEA Title III

JDRP No. 74-97

Approved: 9/18/74
3/19/78

Compiled Summer 1981

PROJECT

DEVELOPING MODELS FOR SPECIAL EDUCATION (DMSE)

A comprehensive management system for identification of and intervention with exceptional students.

target audience

Approved by JDRP for students in grades K-2 with mild emotional disturbance, specific learning disabilities, and educable mental retardation. This program has been used with the same kinds of students in grades 3-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The DMSE project is the result of a six-year effort to develop and implement an exemplary management system. The key elements of the DMSE model are: early identification of exceptional children; referral of families to appropriate community service agencies and monitoring of the service delivery; development and monitoring of Individual Educational Programs (IEPs); and training of regular and exceptional-child teachers and parents of exceptional children.

The project offers training to an interdisciplinary team of district-level personnel designated to carry out DMSE procedures in adopting school districts. The team is composed of the exceptional-student education coordinator, school psychologists, school social workers, and consulting teachers. Training defines responsibilities for individual members of the team to eliminate duplication of services. School psychologists are trained as turnkey trainers to present the Identification Workshop, which trains general educators in the characteristics of exceptional children and fosters more appropriate referrals. Consulting teachers are trained as turnkey trainers to present the IEP Workshop, which provides training in writing Individual Educational Programs using the validated DMSE model, which conforms to P.L. 94-142. The workshop addresses P.L. 94-142, curriculum selection, and the writing of behavior objectives.

A Total Program Manual, which outlines identification and intervention procedures and includes reproducible sample forms, is used in training. Monitoring and technical assistance is available following training and implementation of procedures.

evidence of effectiveness

Sixty-two children living in two rural, low socioeconomic-level counties were evaluated in the classroom on the basis of the number of criterion-referenced short-term IEP objectives that were mastered directly following instruction. At least 80% of the students mastered 80% of the prescribed/instructed objectives.

implementation requirements

The DMSE identification and intervention procedures are available for adoption/adaptation as a total management system. A school system can implement the procedures immediately following one to three days of training, which can be arranged either at the demonstration site or the adopter site. Implementation of the procedures requires the purchase of a Total Program Manual.

financial requirements

The cost for adoption/adaptation varies according to school system size, degree of implementation, and existing personnel. Program materials required: Total Program Manual, $30.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including cost of training materials). Training is also available at adopter site (all expenses must be paid, including cost of training materials). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Project Director; DMSE Project; P.O. Box 499; Monticello, FL 32344. (904) 997-3781.

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-6 Approved: 3/16/79

Compiled Summer 1981

PROJECT

ELSMERE PROJECT

A basic skills vocational program for trainable mentally retarded, ages 5-21, that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.

target audience Approved by JDRP for students ages 5-21 classified by child study teams as trainable mentally handicapped (TMH).

description The Elsmere Project meets the individual needs of TMH students by providing individualized instruction in five essential areas: academics, socialization, independent living, prevocation, and vocation. For each area, the curriculum has a double orientation. First, the program emphasizes the acquisition of self-sufficiency to the highest degree possible. The project prepares students to function in the community, to work, travel, shop, enjoy leisure time, and relate to others. Second, vocational skills are presented through these learning areas. Thus, skills and attitudes necessary for engaging in work are emphasized in all learning areas.

Each student is exposed to a simulated work atmosphere, punching a time clock and so on. Students are involved in rudimentary training and work activities such as assembling, packaging, and collating. More accelerated students participate in a formalized vocational training program which reflects community manpower needs. On-the-job training is provided for students in the final stages of the training program. Each student's level of functioning is determined by the Glassboro Trainable Assessment Profile (G-TAP), a project-developed instrument also used to measure student growth over time.

Because area business leaders are potential employers of TMH citizens, community involvement is an integral part of the project. On-the-job training and student job placement occur through community involvement. Advisory groups and service organizations assist the project by providing information on the skills necessary to prepare students for particular jobs.

Parent interest and participation is another component in the success of the Elsmere Project. Parents are provided the background required to perform activities at home that reinforce vocational skills taught at school.

evidence of effectiveness Data collected three years after project implementation at the Glassboro site indicate that project students score significantly higher in independent living, socialization, and prevocational skills than a matched control group. In addition, 67% of Elsmere graduates have jobs in sheltered or competitive settings.

implementation requirements The Elsmere Project is best adopted at the school level, but smaller units (one, two, or three classrooms) can make partial adoptions. A three-day training workshop must be attended by teachers and participating administrator(s). Adopter agrees to use project-designed student evaluation scale and to furnish data for comparison. Strong administrative support helps to ensure successful adoption.

financial requirements Start-up costs for training and curriculum materials: approximately $122 per teacher. Costs for vocationally related equipment and supplies vary depending on resources available. Maintenance costs are minimal.

services available Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (all expenses must be paid, including trainer's fee). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact Pat DeMaris, Project Director; Elsmere School; Ellis St.; Glassboro, NJ 08028. (609) 881-5[illegible].

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-23 Approved: 5/17/79

Compiled Summer 1981

PROJECT PROJECT ERIN: Early Recognition Intervention Network

A competency-based training program for teachers, coordinators, and parents in modification of environment and adult intervention to assist young children with special needs in regular and special education settings.

target audience Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, competency-based training programs for regular and special teachers, program coordinators, and parents.

description The ERIN System is being utilized for children ages 2-7 and their parents both in special preschool classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

Personnel involvement/training requires each teacher to implement a sequenced program of observation and curriculum modification weekly for two or more children with special needs. The sequence of units fits into the progression of the school year. The order of units can be changed to meet a system's individual needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a week-long Institute, plus on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The child's Individual Education Program is implemented in large and small groups and individually. The teaching adult organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs.

evidence of effectiveness Specialized programs: preschool children (moderate to severe special needs) gained five extra months' development during a six-month period (McCarthy Scales of Children's Abilities). Mainstream programs: K-1 children (mild to moderate special needs) showed greater gains than control children on McCarthy Scales, Metropolitan Readiness Test, and Preschool Screening System.

implementation requirements Initial five-day Institute for teacher/coordinators plus classroom follow-up by local coordinator, with on-site visit(s) by ERIN consultant during the first year. Strong administrative support and a multiyear involvement of geometrically decreasing ERIN support is necessary for implementation of a range of regular and special classroom and home teaching components.

financial requirements Costs of program replication include Institute fees; cost of teacher packets and a coordinator's training kit; cost of staff training; and travel and per diem for ERIN staff member providing follow-up monitoring. Maintenance involves no appreciable increase in most districts' current operating expenses. Materials required for program implementation, other than those stated above, are already found in most early childhood classrooms. All financial arrangements must be negotiated with an ERIN staff member.

services available Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including workshop fees). Training is also available at adopter site (all expenses must be paid, including workshop fees). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact Trudy A. Schrandt, Project Facilitator; Project ERIN; 376 Bridge St., Dedham, MA 02026. (617) 329-5529.

Developmental Funding: USOE BEH

JDRP No. 78-186 Approved: 7/13/78

Compiled Summer 1981

PROJECT

MODIFICATION OF CHILDREN'S ORAL LANGUAGE

A special program for training staff to work with students having language disabilities.

target audience Approved by JDRP for language-handicapped students, preschool to adult.

description This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individual. It is particularly valuable in early childhood education centers, classes for the educable and trainably mentally retarded, and speech-correction centers.

evidence of effectiveness Evaluation of significant language behavior in students was done through the Programmed Conditioning for Language Test. In 1973, mean pretest score for group was 13.2%; posttest, 90.6%. Other standardized tests were also used to demonstrate gains, e.g., the Peabody Picture Vocabulary Test, the Northwestern Syntax Screening Test, and the Boehm. Data were collected over a two-year period. Students had varying language disabilities.

implementation requirements An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

financial requirements Monterey Language Program Starter Kits: $105 for each project participant. Area must contract with Monterey Learning Systems for training aspects of project. The only other start-up cost is development of a reinforcement menu.

services available Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

contact Betty H. Igel; Monterey Learning Systems; 900 Welch Rd.; Palo Alto, CA 94304. (415) 324-8900.

Developmental Funding: USOE ESEA Title III JDRP No. 6 Approved: 4/16/73

Compiled Summer 1981

PROJECT

OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS

An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

target audience

Approved by JDRP for learning-disabled students in grades 7-12.

description

The major goal of this project is to provide each identified learning-disabled student of secondary school age within the target population with a specific prescriptive learning program enabling that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic/prescriptive intervention system. Components include: a professionally staffed learning lab, a prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students, and a media library for use by the learning disabilities teacher to implement intervention strategies.

Students placed are those who were noted in a psychoeducational evaluation to have a specific learning disability of a perceptual, conceptual, or integrative nature.

The curriculum provided within this diagnostic/prescriptive project follows the curriculum offered in the regular classroom where possible. A student with a reading disability might spend two periods daily in the learning lab during English and social studies periods. Another student with a math disability might spend only one period each day in the learning lab during regular math class time. At other times, LD students are integrated into the regular curriculum. This arrangement, the least restrictive alternative, does not necessitate that curriculum content be similar in the regular and learning lab classrooms. The content for the learning lab is determined by a prescription from the prescriptive teacher aimed at helping the student remediate or compensate for his/her learning disability.

evidence of effectiveness

A three-year evaluation design showed a significant increase in verbal I.Q. (Wechsler Intelligence Scale) and reading achievement (WRAT and Durrell Reading Test) as compared to control group (actual gain in reading achievement 270% of expected gain) and a reliable increase in areas of personal and social self-esteem (Piers-Harris Self Concept Scale). One in five students in the program (19%) is successfully mainstreamed after one year in the program.

implementation requirements

A classroom to use as a learning lab. A certified LD teacher to staff the learning lab and a prescriptive diagnostician to write prescriptions and provide follow-up. A three-day training workshop from the Oklahoma Child Service Demonstration Center. Equipment and material: appropriate for LD adolescents. A commitment to the model and its use by the adopting school district. Expenses of a staff member from the developer project for a one-day follow-up consulting visit to adopter site. Pre/post Wide Range Achievement Test scores of all students in program must be provided to developer project. Adaptations are possible.

financial requirements

Start-up costs (excluding salaries) vary from $500-$2,500 per learning lab to provide for equipment and materials. A variety of high-interest, low-vocabulary commercial materials is recommended. Equipment required (tape recorders, language masters, filmstrip viewers, calculators) is commonly found in learning labs. Other costs: travel, lodging, and meals for two trainers during three-day training and one or two follow-up visits.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must paid). Training at project site is conducted only as scheduled in November - January (all expenses must be paid). Training is also available at adopter site (all expenses must be paid, including cost of Training Manual). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Celia Kinzie or Susan Parker, Co-Directors; Oklahoma Child Service Demonstration Center; Hillside School; Rt. 3, Cushing, OK 74023. (918) 225-4711 or -1882.

Developmental Funding: USOE BEH Title VI-G

JDRP No. 76-103 Approved: 10/18/76

Compiled Summer 1982

PROJECT PRECISION TEACHING PROJECT

A precision teaching model designed to remediate and build basic tool skills through five components: screening, identification, remediation, continuous measurement, and data-based decisions.

target audience Approved by JDRP for all students, grades K-4. It has been used in other settings with grades 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only in identifying these students, but also as remediation tactics. (Precision teaching is a set of measurement procedures based on direct, daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where students are capable of competing within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student in recording and charting. Curricular decisions are based on available data.

Resource teachers as well as regular classroom teachers use the precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

evidence of effectiveness Of the 19 experimental/control group comparisons analyzed in 1973 using standardized achievement tests and one-minute probes, 15 variables measured showed the experimental group to be superior on the posttest. In 1976, a follow-up study of the students identified and remediated in 1973 showed the experimental group still superior in 79% of variables as measured by the California Achievement Test, Wide Range Achievement Test, and one-minute probes.

implementation requirements An adoption commitment can be made by any unit -- district (urban/rural), single school, or classroom. For on-site training, units should be limited to 15, and for off-site training, to 20. Adopting units should include building or program administrator, support personnel (e.g., psychologist), and regular education and/or special education teachers. Initial training requires three days and is available at project or adopter site, and additional follow-up training (three days maximum) is provided at adopter site. Equipment costs are minimal. In most cases existing facilities can be used. Adopting units agree to implement all five components.

financial requirements Training Manual, $5 (one per trainee); chart paper, $35 per ream (two sheets per child); Materials Directory, $3 (one per school); practice sheets, 5¢ per sheet (minimum of 500 sheets). Optional: One-minute timer, stopwatch, or timing tape (one per trainee); Implementation Handbook, $5 (one per school); Mathematics Notebook, $35 (one per school, includes 500 practice sheets); Language Arts Notebooks I and II, $35 each (one per school, include 500 practice sheets each); Can-Do Notebook, $39 (one per school, oral activities for grades K-3); and various chart papers.

services available Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state meetings (costs to be negotiated). Training is conducted at project site between October and April (all expenses must be paid, including cost of training materials). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Ray Beck, Project Director; Precision Teaching Project; 3300 Third Street Northeast; Great Falls, MT 59404. (406) 791-2270.

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 75-25

Approved: 5/6/75
5/17/79

Compiled Summer 1981

PROJECT THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 16 years, their parents, and teachers.

target audience

Approved by JDRP for severely emotionally disturbed or autistic children from birth to age 8, their families, and teachers. This program has been used in other settings with children to age 16, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The Rutland Center Developmental Therapy Model is the result of eight years of intensive effort by the Rutland Center staff. Developmental Therapy is a therapeutic curriculum for social and emotional growth used in a classroom setting with groups of four to eight individuals. On the assumption that disturbed or autistic children go through the same stages of development that normal youngsters do but at a different pace, the curriculum guides treatment and measures progress by focusing on the normal developmental milestones that all children must master. Developmental Therapy has thus established itself as a "growth model" rather than a "deficit model." The model is composed of four curricular areas (behavior, communication, socialization, and preacademics) arranged in five developmental stages, each requiring different emphases and techniques. Special services to parents are an integral part of the approach. Developmental Therapy also emphasizes concurrent placement with nonhandicapped children. This mainstreaming aspect of the model requires that regular school experiences mesh smoothly with intensive Developmental Therapy experiences.

In response to P.L. 94-142, two resources are available that emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. The National Technical Assistance Office offers four types of technical assistance in the treatment of severely emotionally disturbed preschool children. This assistance, which includes information dissemination, program planning and design, training, and program evaluation, is provided through site visits and exchange of audiovisual materials. The Developmental Therapy Institute provides on-site, year-long assistance to individuals, schools, and agencies concerned with training personnel to serve school-age severely emotionally disturbed and autistic children. Institute staff provide assessment of training needs, design an inservice instructional sequence, and implement the training program at the agency site with periodic visits.

evidence of effectiveness

The model assumes five distinct stages. Progress through stages is measured by the Developmental Therapy Objectives, 171 statements outlining a sequence of developmental milestones. Mastering these objectives makes normal growth possible. Each child's treatment focuses on appropriate objectives, and children are grouped by similar major objectives. Data collected clearly show sequential mastery and steady progress by children.

implementation requirements

Agencies interested in adopting the Rutland Center Developmental Therapy model must: use the Developmental Therapy curriculum, including concurrent placement in a normal setting whenever possible; provide referral, intake, and diagnostic services; provide a minimum of one supervisor, two teachers, and two support personnel; provide release time for training; and include parents and regular teachers in the treatment process. Since travel expenses depend on the number of visits required, the number of individuals involved, and distances traveled, they are negotiated separately.

financial requirements

The cost of the program is approximately $1,000 per child. This figure includes diagnostics, services to parents and children, teachers, and program evaluation. Cost figure is based on operating the 24 centers supported totally by state funds (Georgia Psychoeducational Center Network).

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Karen R. Davis, Project Director; National Technical Assistance Office; 125 Minor St.; Athens, GA 30606. (404) 542-6076 or 549-3030. Mary M. Wood, Director; Developmental Therapy Institute; College of Education; 570 Aderhold Hall; University of Georgia; Athens, GA 30602. (404) 542-1685, ext. 50 or 70.

Developmental Funding: USOE BEH

JDRP No. 75-63 Approved: 5/3/75

Compiled Summer 1981

PROJECT PROJECT SKI*HI

A statewide program providing identification and language facilitation through home management for hearing-handicapped children birth to age 6.

target audience Approved by JDRP for hearing-impaired infants and young children birth to age 6 and their families.

description SKI*HI is a comprehensive program that provides screening, audiological, diagnostic, and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families.

The program is designed to provide services to a state-wide population or to a large population area. All hospitals are screened for babies with hearing loss. A diagnostic, assessment, and entry process ensures efficient, expeditious entry of children.

A complete home intervention curriculum is provided. It includes a home hearing aid program, a home communication program, a home auditory program, a home total communication program, and a home language program. Psychological, emotional, and child-development support are provided for parents in the home. Weekly, monthly, and comprehensive quarterly assessment of child and family is performed. Part-time parent advisors living in the area visit homes weekly to deliver the curriculum. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided.

evidence of effectiveness The Discrepancy Evaluation Model is used. REEL, the SKI*HI Receptive Language Test, the SKI*HI Language Development Scale, and observational checklists are used. Pre/post measures showed a gain of 18 months in language after 11 months of treatment; significant differences in treatment and comparison groups were seen. Early-treatment group showed higher gains than late-treatment group.

implementation requirements One full-time professional to make home visits is the minimum requirement. This person must have basic training in delivery of a home language program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary.

financial requirements Complete services for 11 months (including all direct and supportive services) cost $1,450 per child. Start-up costs are minimal.

services available Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site during the summer (costs to be negotiated). Training is also available at adopter sites (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Thomas C. Clark, Director, Project SKI*HI, Department of Communicative Disorders, Utah State University, Logan, UT 84322. (801) 750-2382.

Developmental Funding: USOE BEH

JDRP No. 78-192 Approved: 7/13/78

Compiled Summer 1981

PROJECT

SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS)

A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

target audience

Approved by JDRP for disabled readers grades 1-12 needing basic coding skills, and for learning disabilities teachers serving that population. This program has been used in other settings with special education groups, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A discrepancy model for solving performance problems provides the framework for the SIMS curriculum. The SIMS curriculum consists of a hierarchical sequence of 53 objectives needed to acquire the basic coding skills of reading and spelling.

The curriculum contains word and sentence lists for each of the 53 objectives to monitor the accuracy of skill acquisition for each individual child. Additional word lists for each objective are designed to monitor the proficiency with which a student decodes words of a particular pattern. There are four stories for each of the 53 objectives. Written language worksheets with controlled reading levels matching the word list level provide activities simultaneously developing the student's writing skills. Comprehension Questions and worksheets for Scanning Stories are used to develop independent study skills. SIMS teachers are trained to use data decision rules to plan appropriate instructional interventions.

evidence of effectiveness

Scores from the Wide Range Achievement Test administered to students grades 1-12, 1976-77, were compared for groups with and without SIMS treatment. Analysis of covariance (with pretest score and grade as covariates) confirmed that SIMS students performed significantly better than non-SIMS students (positive t .001 level).

implementation requirements

SIMS can be adopted as a comprehensive program of materials and procedures or partially, as instructional management strategies to be used with commercially available materials. A two-day teacher training workshop must precede adoption. Adoption site must provide a liaison person. Pre- and posttest data must be supplied by adopter.

financial requirements

If existing rooms are used for resource centers serving 15 students a day, per-pupil cost for the installation year is $837, and for subsequent years, $803. Excluding teacher salaries, installation costs total $31 per pupil, and maintenance is $3.50. SIMS Concept Assessment Test, SIMS Reading and Spelling Program, Comprehension Questions and Scanning Stories, and SIMS Written Language Program, $85 for total package.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact

Marie Blackburn, SIMS Project Coordinator, Division of Special Education; Minneapolis Public Schools, 2521 W. 56th St., Minneapolis, MN 55410. (612) 926-1693.

Developmental Funding: USOE BEH Title VI-G

JDRP No. 79-18 Approved: 5/15/79

Compiled Summer 1980

PROJECT THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN

An individualized skills instruction program for moderately to severely handicapped children.

target audience

Approved by JDRP for moderately to severely handicapped children ages 1-8, including mentally retarded, cerebral palsied, autistic, emotionally disturbed, deaf/blind, and hearing impaired.

description

Children are pretested on skills selected from the Teaching Research Curriculum for Moderately and Severely Handicapped. Pretest results are used to determine which skills will be taught. The deficit skills are prioritized by the parent and educational staff. After priorities are established, the child is placed in one or more of the four curricular areas -- self-help, motor, language, and cognitive.

Individual instructional programs are prepared for each child. A program prescribes the skill to be taught, the way in which the materials are to be presented, and the feedback to be given to the child. Trained volunteers play an important role in this model. They are taught how to deliver cues and feedback and how to record the child's appropriate and inappropriate responses to instruction. Maintenance of volunteer skills is objectively monitored by the teacher. Volunteers implement the instructional programs with each child and record child performance data in a specified manner. If the volunteer indicates (through recorded data or verbally during classroom instruction) that the child is having difficulty learning a particular program, the teacher provides instruction for the child. The teacher uses the daily data to make teaching decisions concerning individual programs for the following day and to ascertain whether sequencing, cue presentation, or feedback need to be altered.

When group instruction occurs, the teacher interacts with each child according to his/her individual instructional program. In this model, group instruction is provided only by the teacher or aide. Some instructional programs are selected by parent and teacher to be taught in the home, and these are coordinated with programs in the school. Teaching periods in the home vary from 10 to 30 minutes. Approximately 85 percent of the parents of project children participate in home instruction. All parents participate in the program planning conferences for their children.

evidence of effectiveness

Using a multiple baseline approach, it was demonstrated that within the Teaching Research Infant and Child Center a mean of 7.9 skills per month was acquired by a child without instruction, while 64.4 skills per month were acquired with instruction. Replication-site children acquired a mean of 9.1 skills without instruction and 90.1 skills with instruction.

implementation requirements

The model can be used by an individual classroom. Inservice training of teacher and aide is required.

financial requirements

Adoption of the Data-Based Classroom Model requires no special staffing ratios or unusual curricular materials. Therefore, standard operating costs for a special education classroom would apply. Costs incurred in training include: tuition, $310; travel to Monmouth, OR, and travel to trainees' work site for follow-up technical assistance.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

contact Torry Piazza Templeman, Teaching Research, Western Oregon State College, Todd Hall, Monmouth, OR 97361. (503) 838-1220, ext. 401.

Developmental Funding: USOE BEH

JDRP No. 78-163 Approved: 3/27/78

Compiled Summer 1983

PROJECT THE COMMUNICATIONS WORKSHOP (CWS)

An alternative reading program for adolescents with learning disabilities, including a classroom management and monitoring system.

target audience Approved by JDRP for learning-disabled readers, grades 7-12, with remedial reading needs. This program has been used in other settings for resource rooms and in classrooms for perceptually and neurologically impaired students and has been adapted to improve the organization of supplemental instruction, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Five essential elements support the Communications Workshop model: a personal, humanistic philosophy; an activities monitoring system; a program monitoring system; student motivation strategies; and intervention strategies. The humanistic philosophy is based upon respect for the student as an individual and on the teacher's role as a facilitator of learning in a family-like atmosphere that fosters pride and a positive response to the academic setting. Student responsibility for his or her own academic program nurtures self-motivation and self-discipline. The student activities monitoring system relies on systematic observations to yield data on time spent in over 100 possible classroom activities, patterns of time usage, materials used, instructional grouping, and sequences of activity selection. The program monitoring system permits rapid collection and succinct posting of a wide range of data on each student's program, providing information on quantity and level of work completed. The system signals the need for teacher intervention and permits early detection and correction of imbalances in students' individualized programs. The student motivation strategies enable the team to create and sustain student interest and are used to modify negative or inconsistent behavior through personally planned interactions. The intervention strategies enable the team to encourage active student involvement in personal academic programs and to discourage unproductive "nonacademic" activities by fostering more positive, personal teacher-student relationships. These strategies may be used to restructure the classroom environment to achieve desired academic results and provide for teacher-student accountability. The program makes possible significant gains in vocabulary, reading comprehension, attitude toward school, and self-concept.

Contact the project about available training and other services.

contact June E. Cowan, or Joseph A. Rubovec, Communications Workshop (CWS), Teaneck School System, 1 W. Forest Ave., Teaneck, NJ 07666. (201) 837-2230.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. [illegible] Approved: [illegible]

Compiled Summer 1981

PROJECT DEVELOPMENTAL EDUCATION BIRTH THROUGH TWO (Project DEBT)

A home-based identification and intervention program for parents of handicapped children aged 0-3.

target audience Approved by JDRP for handicapped children from birth through age 3.

description The program has three main objectives: to improve the development of handicapped infants, to increase parental interest and involvement, and to integrate the project into the community's human service delivery network. Several assumptions underlie the program: early identification and intervention is critical to handicapped children, parents are potentially the child's best teachers, a warm and nurturing home creates the best atmosphere for learning, and parents of handicapped children need help to locate community agencies that serve handicapped children.

Referrals are sought through a community awareness campaign. An initial home visit is made to explain the program, collect developmental and medical history, and administer developmental tests. If it appears that a referred child will be eligible, further assessment is conducted, and a program teacher begins informal home visits. Sixty-seven percent of all referrals are enrolled in the program. An individualized educational program (IEP) for each child is developed based on the County Child Developmental Program, which provides training activities in gross and fine motor skills, social skills, and receptive and expressive language development. Program teachers visit each home weekly and work directly with the parent and child. A social and gym play program provides educational and recreational experiences for parents and children. Other direct services to the children include physical, occupational, and speech therapy, as needed. The project also presents workshops for medical personnel, social workers, and university and high school students.

Contact the project about available training and other services.

contact Gloria Galey, Coordinator, Project DEBT, Lubbock Independent School District, 1628 19th St., Lubbock, TX 79401. (806) 747-2641, ext. 455.

Developmental Funding: USOE BEH JDRP No. [illegible] Approved: [illegible]

Compiled Summer 1981

PROJECT ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED

A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.

target audience Approved by JDRP for mildly handicapped (educable mentally handicapped, learning-disabled, emotionally disturbed) students grades 1-6. This program has been used in other settings at the secondary level, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The Learning Center instructor, through daily prescriptions or lesson plans, provides each student with a highly structured program in the cognitive and affective domains. Behavioral management skills are emphasized as well as academic growth. The design of the program requires a basic commitment to a least-restrictive alternative program for handicapped students. The design provides direct service to both student and teacher; it is flexible and adaptable, enabling a staffing team to plan a program to meet each student's educational needs. Project results demonstrate marked improvement, and teacher, student, and parent attitudes are positive. As a result of the project, the degree of integration of the special education students into the regular classroom is so high that it is difficult to tell the handicapped from the non-special education students. One of the concepts making the program unique is the degree of input the regular classroom teacher has in the program. The teacher is involved in every phase of referral and staffing. He or she continues to be the youngster's homeroom teacher, even though the youngster spends time in the Learning Center. For each skill in the program there is a two-way responsibility; Learning Center teachers and regular classroom teachers must communicate. Regular teachers are responsible for meeting each student's educational needs, and if the student is staffed in the Learning Center, the Learning Center teacher has a responsibility to monitor the student's total program. Parental communication is guaranteed by four required home contacts during the year. Through their role in the program, the regular classroom teachers have become more knowledgeable about handicapping characteristics and more competent in working with handicapped students.

Contact the project about available training and other services.

contact Robert H. [illegible], Federal Programs Coordinator, Papillion-LaVista Public Schools, 420 S. Washington St., Papillion, NE 68046. (402) 339-3971.

Developmental Funding: USOE ESEA Title III JDRP No. 74-28 Approved: 3/11/74

Compiled Summer 1981

PROJECT INTERACTIVE CURRICULUM EXPERIENCE

A process approach to developing individualized programs for the handicapped student using home, school, and community resources.

target audience Approved by JDRP for the trainable mentally handicapped, ages 5-21. The program has been used in other settings with hearing-impaired, physically impaired, learning-disabled, emotionally disturbed, and Title I students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Home, school, and community resources are tapped in developing the individualized educational program for each student. Teachers specially trained in curriculum, behavior management, family involvement, community interaction, and process management train families in instructional and behavior management techniques, help parents understand what their children can be expected to achieve, maintain liaison between school and home, coordinate home and school instruction, help parents in using community resources, and train school aides and volunteers.

Each student's objectives focus on the acquisition of skills necessary for functioning in the community. For example, the student completes an application form (for a Social Security card, a job, a driver's license, etc.). Students receive 15-75 minutes of instruction per week on selected objectives in school and an average of 15 minutes per week at home on the same objectives.

Parents and community members take part in the processes of setting student goals and of adapting existing curriculum materials to assist students in reaching these independence goals. Community members are also oriented toward involvement in the school advisory committee, student job placement, fund raising, and volunteer activities.

Contact the project about available training and other services.

contact Susan S. [illegible], Project Director, Margaret K. Lewis Center, 2327 Lincoln Avenue, Panama City, FL 32405. (904) 785-7608 or [illegible].

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 80-3 Approved: 4/22/80

Compiled Summer 1981

PROJECT

MACOMB 0-3 REGIONAL PROJECT: A Rural Child/Parent Service

A project that provides home-based remedial and educational services to handicapped children and their parents in rural areas.

target audience Approved by JDRP for children from birth to age 3 and their parents.

description The program has two main goals: to provide an effective educational and remedial program for the optimal development of handicapped infants and children in rural areas, and to help parents who live in rural areas acquire skills and knowledge that will make them more effective in dealing with their handicapped children. The assumption on which development of the project was based is that parental involvement and cooperation, and enthusiasm and coordination among the persons who work with the child and family are all essential. The project uses a number of materials and services to attain its goals, including referrals, screening, diagnosis, and assessment; home visits; sharing centers for parents and children, and a simple-to-use core curriculum that provides appropriate developmental goals in cognitive, language, self-help, gross motor, social, and sensory areas. Staff include full-time Child Development Specialists (CDSs), who act as case managers and perform other functions. A CDS works closely with children and parents and is trained to recognize the need for specialists, such as speech therapists and physicians, and to obtain their services. Project staff also work to make the best use of the limited medical and support services available in rural areas. By participating in interagency community councils, providing service to community groups, and working closely with public school personnel, they help to foster cooperation among agencies. Parents are involved in a variety of ways. During weekly project visits to the homes of project children, the CDS and the parent work as a team with the child. Parents also participate in the planning and conducting of biweekly meetings at sharing centers, which are located in community buildings or homes and which function much like cooperative nursery schools, providing a transition between home and center-based activities.

Contact the project about available training and other services.

contact Patricia Hutinger, Director; Macomb 0-3 Regional Project; Room 27, Horrabin Hall; Western Illinois University; Macomb, IL 6[illegible]455. (309) 298-1634.

Developmental Funding: USOE BEH JDRP No. 80-8 Approved: 6/17/80

Compiled Summer 1981

PROJECT

MAPPS: Multi-Agency Project for Pre-Schoolers

An intervention program for handicapped children and their parents in remote areas.

target audience Approved by JDRP for handicapped children birth to age 5.

description The Multi-Agency Project for Pre-Schoolers is a home- and community-based intervention program for handicapped children in rural and remote areas, where professionals trained to work with handicapped children are often lacking. The program makes it possible for parents to act as intervention agents for their own handicapped children from birth to age 3 by providing parents with a detailed and specific curriculum, training them in its use, and providing weekly monitoring. For handicapped children ages 3-5, the program makes the use of existing preschool and community day care services practical by providing curriculum materials and training for parents and teachers.

The heart of the program is the Curriculum and Monitoring System (CAMS), which covers five curriculum areas: receptive language, expressive language, motor development, self-help development, and social-emotional development. The system includes five sequenced curriculum programs with detailed teaching instructions appropriate for use by persons of various backgrounds, a manual providing an overview of the CAMS model and explaining the procedures for use of the curriculum programs, tests to determine where each child should be placed in each program, and an introductory slide-tape presentation. Behavioral principles, particularly those related to programmed instruction, were the basis for the design and development of these materials.

Contact the project about available training and other services.

contact Glendon Casto; University Affiliated Exceptional Child Center; Utah State University; Logan, UT 84322. (801) 750-2000.

Developmental Funding: USOE BEH JDRP No. 80-7 Approved: 6/17/80

Compiled Summer 1981

PROJECT NORTHWEST SPECIAL EDUCATION (NWSE)

A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.

target audience Approved by JDRP for students with specific learning disabilities, grades 1-8. This program has been used in other settings with grades K and 9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Northwest Special Education is designed to offer classroom teachers a way to focus on individual students who have specific learning disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers to comply with the "Bill of Rights for the Handicapped," P.L. 94- 42. The central emphasis of the experience is on team planning in order to develop individualized educational programs. Specialized learning disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach are required. Project NWSE provides a framework for personalizing instruction. The critical elements are assessment, programming, and evaluation. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming. The teacher approaches the child in a systematic way to determine how to teach him/her effectively. The requirement of specificity in planning, reporting, and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, and limitations and the specific classroom situational factors that the student encounters. The project format enables the learning specialist to help teachers develop the ability to conceptualize a child's problem.

Contact the project about available training and other services.

contact Joan Bonsness, Project Director, Northwest Special Education; Box 585; Lignite, ND 58752. (701) 933-2532.

Developmental Funding: USOE ESEA Title III JDRP No. 75-7 Approved: 1/15/75

Compiled Summer 1981

PROJECT PEECH: Precise Early Education for Children with Handicaps

An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

target audience Approved by JDRP for handicapped children ages 3-6 and their families.

description The PEECH Project serves handicapped children ages 3-6 functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based screenings for all young children. Children identified as high-risk receive an in-depth psychoeducational assessment to determine eligibility. Also integrated into the program are children who have no special educational needs. These children serve as models for language, cognitive, motor, and social skills. Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Program features include a low student/teacher ratio, a positive approach to behavior management, extensive training and involvement of paraprofessionals as teachers, a carefully structured learning environment, and precise planning and evaluation of daily individualized teaching sessions. Families are involved through an extensive individualized program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents and their children. One staff member should be assigned the responsibility (and time) for coordinating screening, child assessment, classroom programming, staff training, and evaluation, and for acting as liaison with the PEECH demonstration site. Optimal staffing consists of one head teacher and one paraprofessional, with ancillary service from a speech and language therapist, psychologist, social worker, and occupational therapist, but a basic program can be implemented by a trained teacher and paraprofessional only.

Contact the project about available training and other services.

contact Merle B. Karnes, Director; PEECH; Institute for Child Behavior and Development; University of Illinois; Colonel Wolfe School; 403 East Healey; Champaign, IL 61820. (217) 333-4890.

Developmental Funding: USOE BEH JDRP No. 75-74 Approved: 11/10/75

Compiled Summer 1981

PROJECT PEORIA 0-3 PROJECT -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3

A medical/educational model based on a developmental task analysis approach to individualized prescriptive teaching, delivered in the home by parents with assistance from professionals.

target audience Approved by JDRP for handicapped infants ages 0-3 and persons dealing with this population (occupational/physical/speech therapists, parents, home trainers, teachers, social workers, psychologists/administrators, and volunteers).

description The ongoing direct service program serves children ages 0-3 at risk, mentally retarded and/or orthopedically handicapped. The service program includes a diagnostic and evaluation service, Individual Educational Program (IEP) planning, direct service home-based programming (including occupational, physical, and speech therapy when appropriate), parent support systems, and a class for 18- to 36-month-old handicapped infants. Based on results of the Functional Profile, a project-designed tool assessing a child's functioning levels in six basic areas, the child's developmental program is designed by the parent and an interdisciplinary team composed of a social worker, a child development specialist and occupational, physical, and speech therapists. This plan is reviewed weekly. Each discipline contributes activities, called targets, to the home program plan. The child development specialist takes weekly target lessons into the home, presents the lesson to the child, models it for the parent, records the child's baseline performance, and explains procedures for recording the child's response on an activity chart. Continuous monitoring of the activity chart, coupled with information from parents, permits appropriate changes in instructional strategies. Since many children in the program are multiply and/or physically involved, ongoing medical supervision is provided, and outpatient physical and occupational therapy services are available. Individual parent counseling sessions are available, and ongoing parent discussion groups are maintained. Modeled on the direct service program, the training program assists agencies serving children ages 0-3 to develop or upgrade services to handicapped infants and toddlers. Individually designed to meet the needs of the local agency or community, training involves an intensive two- or three-day initial workshop and four to six days of follow-up training at adopter site.

Contact the project about available training and other services.

contact Shirley Strode, Project Coordinator; Peoria 0-3 Project; United Cerebral Palsy and Peoria Association for Retarded Citizens; 320 E. Armstrong; Peoria, IL 61603. (309) 672-6358.

Developmental Funding: USOE BEH JDRP No. 79-1 Approved: 2/15/79

Compiled Summer 1981

PROJECT A PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS

A home intervention program involving parents in the teaching of their handicapped children.

target audience Approved by JDRP for handicapped children five months to six years of age.

description The Region IX Education Service Center serves 40 rural, sparsely populated public school districts in 12 north central Texas counties. This program, a home intervention model, is based on the premise that parents can be actively involved on a daily basis in teaching their handicapped children and that through the teaching experience, by observing and recording changes in behavior, they can discover the areas in which their children need help. The program's ultimate goal is for the parent to assume chief teaching responsibilities until the child can attend school.

Home teachers make weekly home visits of approximately one and one-half hours to show parents how to use behavior modification techniques -- when to reward, what to reward, and how to chart behavior. By observing this modeling process, parents become equipped to continue the work for a week, progressively achieving the short- and long-term goals for their children.

Training emphasizes administrative guidance and teacher training in the areas of assessment, behavior management, precision teaching, individualized educational programs, and parent training.

Contact the project about available training and other services.

contact Lois A. Cadman or Delton Stilley; Region IX Education Service Center; 301 Loop 11; Wichita Falls, TX 76305. (817) 322-6928.

Developmental Funding: USOE BEH JDRP No. 79-30 Approved: 7/10/79

Compiled Summer 1981

PROJECT RE-ED SCHOOL OF KENTUCKY

A short-term plan for the re-education of emotionally disturbed/behaviorally disordered children.

target audience

Approved by JDRP for pupils in grades 1-8, of average or above-average academic/intellectual potential, exhibiting characteristics of emotionally disturbed/behaviorally disordered children as defined by federal and state guidelines, particularly age-inappropriate behavior.

description

RE-ED School is a regional program intended to provide short-term treatment classes for emotionally disturbed/behaviorally disordered children unable to function in regular classrooms. Its objective is to help such children achieve enough reorganization to allow them a higher probability of success than failure in a regular classroom. The emphasis is on unlearning negative behavior patterns and learning positive ones. Meetings with parents are designed to encourage positive parental behaviors and management.

Individualized academic and behavior-change programs, based on problem identification and education pretesting, are employed. Goal-oriented records are kept for each child by a team composed of a liaison teacher/counselor, day teacher, children's program specialist, educational specialist, and others.

RE-ED is significant for having taken a mental health concept into an educational setting; it has successfully convinced the State Department of Mental Health and state and local departments of education to unite for the good of emotionally disturbed/behaviorally disordered children. Children are referred through the local schools, with parental permission. The program includes an individual educational plan. These plans begin and end with parental participation, group dynamics, and gross motor activities. Monthly written reports on the child's behavioral and academic achievement are sent to the referring teacher. Parents are involved in child-management programs. Visits to RE-ED by the referring school's counselor, principal, and teachers are geared to keep parents and school secure in the belief that the child belongs to them and that RE-ED is the least restrictive placement.

Contact the project about available training and other services.

contact Donald Alwes, Director; Project RE-ED; 1804 Bluegrass Ave.; Louisville, KY 40215. (502) 368-2591 or -2592.

Developmental Funding: USOE ESEA Title III JDRP No. 39 Approved: 4/9/73

Compiled Summer 1981

PROJECT SCORE: Success Controlled Optimal Reading Experience

A sequential phonics program for learning-disabled students who read below the fourth-grade level.

target audience

Approved by JDRP for learning-disabled students of any age. The program has been used in other settings with bilingual students, disadvantaged students, and regular students in grades 1-12 who are reading below the fourth-grade level, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

SCORE uses a mastery teaching model that arranges skills in a hierarchical sequence of well-outlined learning units. This supplementary tutorial reading program uses six student books, which are divided into 51 teaching units. Each unit contains a Challenge Page, Teaching Pages, and a Review/Recycle Page. The student reads aloud to the tutor for 15 minutes a day. The Challenge Page tests elements to be taught in the unit. If the student reads all Challenge Page words correctly, the student skips to the next unit. Each Teaching Page presents between three and eight new elements or words, arranged in five 20-word lists. The tutor models the correct pronunciation from the first list, and the student practices with the remaining four lists. As soon as the student reads one list at 100 percent accuracy, the student proceeds to the next page. The Review/Recycle Page provides for long-term review and testing of words mastered on a short-term basis. If a student falls below 100 percent mastery here, the student recycles back through the unit. The SCORE Record Book contains all lesson pages, continuous tutor instructions, and forms for recording students' progress and the tutor's adherence to procedure. To provide reinforcement, the tutor clicks a tally counter to indicate a correct response and point earned. Points may be exchanged for rewards. A timer controls the length of the tutoring session and keeps track of the daily reading rate. The program is cross-referenced to 60 primary phonics readers. After mastering a given SCORE unit, students branch into the corresponding reader. Diagnostic criterion-referenced tests determine students' need for SCORE and phonetic elements mastered as a result of using the program. A daily report card informs each student's parents of the number of words read correctly and of the effort demonstrated.

Contact the project about available training and other services.

contact John Cradler, Coordinator of Special Projects and Research; South San Francisco Unified School District; Administration Bldg.; 398 B St.; South San Francisco, CA 94080. (415) 588-7455.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-42 Approved: 12/22/80

Compiled Summer 1981

PROJECT

PROJECT SHARE: Sharing High Yield Accountability with Resource Educators

An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

target audience

Approved by JDRP for administrators, teachers, and tutors responsible for education of students with specific or multiple learning disabilities in grades K-8.

description

Project SHARE is a process. Its special-education systems design meets needs for individualized instruction, mainstreaming, and accountability. The basic format for serving students in reading, spelling, and math is behavioral. Diagnosis, prescription, monitoring, and evaluation employ precision teaching techniques. Project-designed task ladder guides pinpoint a student's instructional starting point. A student's best learning mode and most handicapping learning mode are quickly identified. Skill efficiency and accuracy are determined -- a key Project SHARE difference. One-to-one tutoring is used primarily. Each session is highly structured, but the tutor operates freely within the planned structure.

Field-determined minimum basic skill rates have been established. Daily performance measures by the teacher or student provide an ongoing diagnostic/prescriptive process. The SHARE process speeds remediation of basic skill learning and produces data on cost-effectiveness. Computerized evaluation is available.

Contact the project about available training and other services.

contact

Marvin Hammarback, Director, or Fay Hammarback, Coordinator; Project SHARE; R. R. 1; Hendrum, MN 56550. (218) 784-4826.

Developmental Funding: USOE ESEA Title III JDRP No. 75-31 Approved: 5/12/75

Compiled Summer 1981

PROJECT

SPECIAL EDUCATION PRESCHOOL PROGRAM

A program serving moderately, severely, and profoundly hearing-impaired preschoolers (ages 0-5), a mixed population of moderately and severely handicapped preschoolers (ages 4 and 5) with other handicapping conditions, and their families.

target audience

Approved by JDRP for preschool children with developmental and communication disorders -- including all types of handicapping conditions except autism and severe/profound physical impairment -- and their parents.

description

This project now operates solely as a Minneapolis Public Schools special education program funded through the combined resources of local, state, and P.L. 94-142 monies. The program is family-oriented and noncategorical, assuming individually prescriptive programs for children and families. Child assessment by a multidisciplinary team offers a developmental profile of communication, psychomotor, cognitive, and social/adaptive behaviors. Program options change as the needs of the population served change.

Counseling, education, and guidance of parents ensure active family participation in the program. Service options for families include individual parent guidance and parent-teaching sessions, weekly parent meetings, monthly parent meetings, single-parent groups, and "topical" meetings.

Contact the project about available training and other services.

contact

Nancy Shaner, Coordinator; Special Education Preschool Program; 301[illegible] E. 31st St; Minneapolis, MN 55406. (612) 721-5007.

Developmental Funding: USOE BEH Title VI-C JDRP No. 75-65 Approved: 9/3/75

Compiled Summer 1981

PROJECT PROJECT SUCCESS FOR THE SLD CHILD

A prescriptive program and classroom delivery system for pupils in grades 1-4 with specific language disabilities.

target audience Approved by JDRP for pupils grades 1-4 with specific language disabilities. This program has been used in other settings with grades K and 5-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Project Success for the SLD Child provides a prescriptive program and classroom delivery system operating in three areas: a structural linguistic language program with a multisensory approach integrates all aspects of language -- reading, writing, speaking, and listening; motor perception training and adaptive physical education emphasize the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; and technique modification in other curriculum areas allows SLD students to capitalize on strong modalities. This individualized learning program keeps the child functioning in an adequate manner within the educational mainstream.

Contact the project about available training and other services.

contact Richard Metteer, Director; Project Success; Wayne Middle School; 312 Douglas; Wayne, NE 68787. (402) 375-2230.

Developmental Funding: USOE ESEA Title III JDRP No. 14 Approved: 4/9/73

Compiled Summer 1981

PROJECT PROJECT SUCCESS: Handicapped

Low-cost academic and self-management programs for handicapped elementary school students.

target audience Approved by JDRP for children with reading, math, handwriting, and self-management difficulties, grades K-6.

description Project Success: Handicapped provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the home district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Assistance is provided to students identified through continuous (weekly) progress checks in basic academic, social, and self-management skill areas. Handicapped students are then given instructional and/or motivational assistance by teachers, peers, high school tutors, aides, or parents using instructional packets designed for this purpose. Upon mastering the skill, students are tracked to assure continued success.

The intensive use of nonprofessional personnel for assessment and service delivery requires a systematic approach to training. Each volunteer participant must demonstrate competency in assessment techniques and use of assistance program training packets. Direct instruction training procedures include modeling for these personnel during training and direct observation in the classroom.

Contact the project about available training and other services.

contact Ronald Smith, Director of Special Services; North Kitsap School District No. 400; 150 High School Road South; Poulsbo, WA 98370. (206) 779-3971.

Developmental Funding: USOE ESEA Title III JDRP No. 75-28 Approved: 5/7/75

Compiled Summer 1981

SECTION 11

ARTS/COMMUNICATION/TECHNOLOGY*

NDN-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

MEDIA NOW - Iowa.. 11-3
A course of study in the mass media.

URBAN ARTS PROGRAM - Minnesota.. 11-4
A program used to improve instruction in all the arts and to expand school use of community art facilities.

OTHER JDRP-APPROVED PROJECTS

COMMUNICATION ARTS AND SCIENCE TRAINING (Project CAST) - New Jersey.. 11-5
A two-year program combining English instruction with television production.

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*See Sectional Cross-Reference Index, p. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

PROJECT MEDIA NOW

A course of study in the mass media.

target audience

Approved by JDRP as a high school course, grades 10-12. It has been used in other settings by elementary and junior high schools, specialized college and university programs, and with gifted students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

The mass persuaders of film, radio, and television constitute the major emphasis of the course, which may be used either as a semester or full-year course. Any of the seven individual modules may be employed in an existing course.

Built around the concepts of individualized instruction, performance objectives, and learning by doing, Media Now includes 50 learning activity packages (LAPs) organized into seven modules: media hardware, production, genre, evaluation, interpretation, aesthetics, and presentation. When students see how a message is produced, they begin to evaluate, interpret, analyze, and appreciate media forms and learn how to communicate through them.

Media Now has four major objectives: to improve students' knowledge of mass-media terminology and techniques, to increase their production abilities, to decrease their susceptibility to persuasion by the mass media, and to increase their positive attitudes toward media.

The Media Now course has 623 tasks organized into a performance hierarchy of four levels. They are, in descending order: course objectives, module objectives, LAP objectives, and student involvements (or activities). Student involvements are presented in the student guide (SLAG), the LAPs, and a resource manual (SLAB). Research shows that Media Now provides students with knowledge and skills required for informed media consumption and skilled media production; it also indicates that an individualized approach is effective for presenting course material in the study of mass media.

evidence of effectiveness

Research spanning two school years (1972-74) employed a pre- and posttest control group design and involved five schools and 331 students in inner-city, suburban, large rural, and small rural districts. Significant gains were scored by Media Now students for all four objectives listed above. More specific evaluation data are available on request.

implementation requirements

Adopters of Media Now must purchase one Media Now Course of Study, which includes 50 LAPs and appropriate manuals. The program can be adopted by an individual teacher or may be used in a team-training approach. At least two staff members from adopting school must be trained in a two-day workshop. Media Now can be used in a normal classroom setting where minor furniture movement is possible. Darkroom facilities are helpful but not mandatory.

financial requirements

Media Now Course of Study, $860; Student Learning Activity Guide (SLAG), $6 (one per student recommended); Student Learning Activity Book (SLAB), $6 (one for every two students recommended); Teacher Activity Book (TAB), $9.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated.) Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Ron Curtis, Project Director; experience education; 401 Reed St.; Red Oak, IA 51566.
(712) 623-4913 or (800) 831-5886.

Developmental Funding: USOE ESEA Title III JDRP No. 75-34 Approved: 5/13/75

Compiled Summer 1981

PROJECT

URBAN ARTS PROGRAM

A program used to improve instruction in all the arts and to expand school use of community art facilities.

target audience

Approved by JDRP for grades 7-12. This program has been used in grades K-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Since 1970, Minneapolis Schools' Urban Arts program has enabled students to learn from artists and arts organizations. Responding to two basic needs -- for better use of the arts in education and better use of a community's arts resources -- Urban Arts provides working artists from the community to supplement regular school instruction. Five strategies are used: moving students into workshops with artists at artists' work spaces, placing artists in classrooms with students and teachers, activating teachers' arts talents and skills to develop an arts collaborative, connecting arts events and exhibitions to curriculum, and joining the community in arts celebrations.

The program's goal is to give all students the opportunity to learn with artists and the arts while developing their own aesthetic judgements. Understanding of the arts is acquired by training, practice, and experience through an instructional manner that is direct, immediate, and personal. Basic to the program is the idea that the community is an appropriate place to learn the arts. Workshops with students and teachers are held where the arts are created, housed, and performed. Existing arts facilities in the community -- museums, galleries, workshops, concert halls, theaters, and studios -- are used extensively.

Adoption requires three to six days of training workshops for teachers and community arts persons to adopt the five basic strategies and to set up a management group. Local artists supplement teachers, and teachers with special talents often work as artists for the program. Three workshops are provided for adopters (a minimum of eight and a maximum of 60 persons per training session) at the adopter site, with a visit to the original site optional. The program can be replicated in districts of any size, including those in rural areas.

evidence of effectiveness

An interjudge strategy of evaluation has yielded a reliable and consistent success rating for program goals and objectives. Fifty randomly selected students kept daily journals, which were analyzed and categorized as Personal Reports of Subjective Experience, an evaluation procedure copyrighted by Creative Humanistics, Inc.

implementation requirements

The Manual for Adopting Urban Arts provides guidance for planning and implementing a custom-made program for each school that employs variations of the five program strategies. Implementation results from plans made during training for use of available resources in the school and community.

financial requirements

Annual maintenance has ranged between $6,000 and $36,000, depending on school size and program complexity.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Wallace Kennedy, Project Trainer, Urban Arts Developer/Demonstrator Project; University of Minnesota Teacher Center Annex; 1411 University Avenue Southeast; Minneapolis, MN 55455. (612) 376-8234.

Developmental Funding: USOE ESEA Title III

JDRP No. 75-27 Approved: 5/7/75

Compiled Summer 1981

PROJECT COMMUNICATION ARTS AND SCIENCE TRAINING (Project CAST)

A two-year program combining English instruction with television production.

target audience Approved by JDRP for students in grades 9-12.

description A comprehensive interdisciplinary program that gives high school students an opportunity to learn skills in television communication and production, this two-year elective program offers formal classroom instruction in language arts and practical television studio experiences for two periods per day. The communication arts portion of the course is devoted to formal instruction in English that has been designed to develop and reinforce language arts skills utilized in telecommunications. Student activities, which include script researching and writing techniques for special interest, news documentary, and commercial programs, relate language arts instruction to television production. The communication science portion of the course provides students with a minimum of 180 hours of hands-on activities in a television studio and control room. Student activities cover television programming; production operations; operation of the studio camera and production switchers and special effects; such audio console operations as recording, patching, and editing; lighting grids and controls; videotape recording and editing; and multiplex operations.

The teacher's implementation guide contains lesson plans, worksheets, activity sheets, and written and performance tests with answer keys for 22 combined arts and sciences units in the first-year course and for 19 units in the second-year course. There is a separate slide-tape media package for each instructional unit. The television production guide describes 20 telecommunications projects. A student handbook and student workbooks reinforce instruction with technical and arts reference articles.

Contact the project about available training and other services.

contact Robert M. Petracco, Director; Project CAST; Union Township Board of Education; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 80-34 Approved: 12/5/80

Compiled Summer 1981

SECTION 12

GIFTED AND TALENTED/HEALTH/PHYSICAL EDUCATION/SPECIAL INTERESTS*

NON-FUNDED DEVELOPER/DEMONSTRATOR PROJECTS

CRITICAL ANALYSIS AND THINKING SKILLS (CATS) - Utah.......... 12-3
A program offering students a sound, systematic, and practical way of making more rational decisions, constructively criticizing positions taken by others, and identifying and solving problems.

CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me) - Ohio.......... 12-4
A curriculum to help students understand the causes and consequences of behavior.

EVERY CHILD A WINNER With Movement Education - Georgia.......... 12-5
An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

INSTITUTE FOR CREATIVE EDUCATION - New Jersey.......... 12-6
A sequentially ordered curriculum that teaches a creative problem-solving process using tasks linked to a wide variety of subject areas.

the ME/ME DRUG PREVENTION EDUCATION PROGRAM - Wisconsin.......... 12-7
A drug prevention education program aimed at improving self-concepts.

OMBUDSMAN - North Carolina.......... 12-8
A school-based semester-long drug education/primary prevention program.

PEOPEL: Physical Education Opportunity Program for Exceptional Handicapped Learners - Arizona.......... 12-9
A specially designed, success-oriented physical education program for high school students with unique needs utilizing supervised peer tutors (student aides) to emphasize individualized learning and instruction.

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project - Florida.......... 12-10
A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

SCHOOL HEALTH CURRICULUM PROJECT (SHCP) - California.......... [illegible] 11
A comprehensive health education program designed to foster student competencies to make decisions enhancing their health and lives.

SEQUENTIAL PHYSICAL EDUCATION REFORM: The N-5 Project - North Carolina.......... 12-12
A logical, sequential, self-directed program in physical education that fosters knowledge about physical education and positive attitudes toward becoming and staying physically fit.

TALENTS UNLIMITED - Alabama.......... 12-13
A structured attempt to apply a multiple-talent theory approach to the regular classroom situation.

OTHER JDRP-APPROVED PROJECTS

CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project - Florida.......... 12-14
A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.

COMPUTERONICS: Gifted Child Project - Florida.......... 12-14
A 35- to 40-hour course in programming, problem solving, and computer literacy.

ETHICAL ISSUES IN DECISION MAKING - New York.......... 12-15
A program that uses Kohlberg's theory of cognitive moral development to promote the moral growth of high school students.

HAVE A HEALTHY HEART - Washington.......... 12-15
A heart health curriculum and aerobic fitness program for regular classroom, physical education, and health teachers and their students.

LEARNING FOR LIFE - Massachusetts.......... 12-16
Motivational, inventive nutrition/fitness curricula, with original materials for classroom, health, and physical education teachers.

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*See Sectional Cross-Reference Index, p. 14-10, and ERIC Descriptor Index, p. 14-16, for related programs.

PHYSICAL EFFICIENCY AND CORRECTIVE PHYSICAL EDUCATION (PECPE) - West Virginia.............................. 12-16
A program teaching the effects of proper exercise on the total functional capacity of the human organism.

PRIMARY GRADES HEALTH CURRICULUM PROJECT (PGHCP) - California.. 12-17
A comprehensive health education program to teach children in grades K-3 about their senses, their bodies, and good health habits.

project SCAT: Skills for Consumers Applied Today - Florida.. 12-17
A consumer education program in health and money management for high school students.

PROJECT

CRITICAL ANALYSIS AND THINKING SKILLS (CATS)

A program offering students a sound, systematic, and practical way of making more rational decisions, constructively criticizing positions taken by others, and identifying and solving problems.

target audience

Approved by JDRP as a high school program for students of average abilities. This program has been used in other settings for junior high and elementary grades, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Very often, a student's approach to analyzing both public issues and personal problems is disjointed and haphazard. The CATS program provides students with systematic ways of making rational decisions as well as ways of solving problems on a rational basis. The materials and procedures of the CATS program are constructed around four rules for good critical thinking. These rules are addressed to young decision makers: Make sure that the information you use to make a decision is relevant both to the issue and to you. Make sure that the information represents a wide range of points of view. Make sure that the information is credible. Make sure that you can accept the implications of your decision, both in terms of actions and principles. These rules are incorporated into a procedure for making rational decisions and testing the implication of these decisions. Students use worksheets to learn the procedures. Instructions for completing each worksheet are presented in a straightforward how-to manner. In the classroom, teachers act as facilitators, monitoring discussions, providing answers to questions, and so forth. Students work in groups of four to six. CATS procedures and materials have been integrated into the following programs: history, civics (current problems), economics, psychology, sociology, debate, home economics, speech, gifted and talented, environmental education, health (drug, alcohol) education, career education, reading, and literature.

The keynote of the CATS program is thinking and analysis. Students are not passive receivers of isolated pieces of information that often appear to be unrelated. They are actively involved in the processing of information, putting it into a framework to make sense of it. The program provides students with a sound way of making decisions and solving problems that they can always fall back on, no matter what the circumstances. The CATS program provides the basic tools for analytic and critical thinking. It develops the ability to understand and interpret written communications. It applies critical and analytic thinking skills to actual issues and problems. It promotes depth of understanding by putting pieces of information into a framework that reveals their interrelations. It relies on active processing rather than passive reception.

evidence of effectiveness

A field test conducted in 1974-75 in urban-suburban areas of Salt Lake City, Utah used a pre/post, control-group design. Program students made significant gains on a measure of critical thinking ability; controls did not. Also, program students were rated significantly higher on inclass research papers, as judged by independent experts.

implementation requirements

Adopters sign an adoption agreement, implement program's essential elements (including evaluation) for one semester (approximately 20 weeks), designate one liaison person to monitor and evaluate implementation, and purchase CATS instructional package, Making Rational Decisions. No special equipment or facilities required. Teachers receive training at a two- to three-day workshop (15 to 20 contact hours). A one- to two-day follow-up visit is also required.

financial requirements

Start-up costs: training, (two to three days at $200 per day) plus travel, meals, lodging, and training materials (instructional package), $30 per participant. Continuation costs: follow-up, one or two days at $200 per day, plus travel, meals, and lodging; materials; reprinting of student worksheets and tests.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (except in rare instances; costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Terry P. Applegate, or W. Keith Evans; 4988 Kalani Drive; Salt Lake City, UT 84117.
(801) 227-7395 or 581-9272.

Developmental Funding: USOE ESEA Title III JDRP No. 77-106 Approved: 1/11/77

Compiled Summer 1981

PROJECT CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me)

A curriculum to help students understand the causes and consequences of behavior.

target audience Approved by JDRP for students of all ability levels in grades 9-12. This program has been used as a course in itself, to supplement existing courses, and with units selected as minicourses, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The New Model Me is designed to help high school students deal with available alternative actions for solving personal problems and the short- and long-range consequences of those alternatives. It is a positive, preventive approach to the study of human behavior and aggression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the "causal" approach to understanding human behavior, which requires that a person look beyond the surface manifestations of an event to consider its possible cause. Affective materials and activities constitute a substantial part of the program.

The curriculum includes a wide variety of activities and seeks to promote much student/teacher interaction. A reasonably nonjudgmental and flexible teacher who maintains an attitude of acceptance of young peoples' ideas and a willingness to listen to their opinions will be most effective with the curriculum.

The New Model Me basic texts are: a student book and a teacher manual that incorporates the student book. Units in the books are: Human Behavior, Controls, Real Self, Values, Response, and Change. The bibliography in the teacher manual suggests appropriate supplementary audiovisual materials and books.

Key Elements: a non-judgmental, experiential classroom for discussing topics in the affective domain; incorporation of the causal approach to human behavior in the classroom; attainment of curriculum goals, and the following minimal instruction: initial in-depth instruction in Unit 1, subsequent instruction in portions of Units 2-6, 45 classroom sessions per year (35-45 minutes per session).

evidence of effectiveness Evaluation data obtained in 1972-73 from experimental and control classrooms in a variety of socioeconomic settings showed student growth at the .05 level of significance on a project-developed cognitive test and on an attitude measure (Personal Orientation Inventory). Teacher growth was shown with the Minnesota Teacher Attitude Inventory. Analyses of student-teacher feedback forms indicated strong support of curriculum.

implementation requirements The program can be implemented by one or more teachers and/or counselors in a school. However, it is recommended that a corps of personnel (teachers, counselors, administrative decision makers) be involved in initial awareness, two-day training workshops, and follow-up activities. A typical classroom in which chairs can be moved for various activities is adequate. No special equipment is needed beyond that usually available in a secondary school.

financial requirements Cost per pupil the first year is approximately $8, based on a student population of 300. This includes the cost of texts and inservice training. Continuation costs are minimal if student texts are reused.

services available Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact John R. Rowe, Project Director; Lakewood Board of Education; 1470 Warren Rd.; Lakewood, OH 44107. (216) 529-4267.

Developmental Funding: USOE ESEA Title III JDRP No. 74-73 Approved: 5/29/74

Compiled Summer 1981

PROJECT

EVERY CHILD A WINNER With Movement Education

An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

target audience

Approved by JDRP for students grades K-6.

description

The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child A Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child A Winner -- Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enhance the child's self-concept, to improve academic skills, and to cultivate physical fitness and motor skills.

Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child A Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining students' movement skills and assistance in implementation in the upper grades.

The program should be implemented first in K-3, with a plan for expanding to K-6.

evidence of effectiveness

Evaluation was conducted on students grades 1-6 over a three-year period. Pre- and posttesting on a random sample included the Washington State Fitness Test, AAHPER Fitness Test, Minnesota Motor Skills Test, California Inventory of Personality, and the SRA Math and Reading Test. The data showed improvement in all areas, physical fitness and motor skill levels being elevated significantly ($p \leq .05$).

implementation requirements

Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Five-day training is essential, with a plan for additional inservice at the adopter site. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Schedule of 30 minutes per day, five days per week. Equipment for each child beginning at kindergarten or K-3 from list supplied by project. Training materials and resource books are required. A signed agreement between the project director and adopter is required.

financial requirements

Training materials: one copy per training participant, Every Child A Winner...A Practical Approach to Movement Education, $7 each. Resource book list and equipment list supplied by project. Costs vary depending on number of students involved.

services available

Awareness materials are available at shared cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Martha F. Owens; Every Child A Winner; Irwin County Schools; Box 141; Ocilla, GA 31774.
(912) 468-7098.

Developmental Funding: USOE ESEA Title III JDRP No. 74-60 Approved: 6/6/74

Compiled Summer 1981

PROJECT INSTITUTE FOR CREATIVE EDUCATION

A sequentially ordered curriculum that teaches a creative problem-solving process using tasks linked to a wide variety of subject areas.

target audience Approved by JDRP for heterogeneously grouped, whole classroom use, grades 4-6.

description Institute for Creative Education activity is based on the belief that creative problem solving is essential to a quality learning experience. The project-developed curriculum teaches a process that helps students develop abilities to solve current and future problems. Creativity is considered a thinking activity that results in an original solution to a problem or situation. The project's goal has been to develop students' abilities to respond creatively to problems or tasks with fluent, flexible, original, and elaborate answers.

Unique to this program are the sequentially ordered activities or lessons that teach the process of creative problem solving in an order clearly understandable by students and teachers. The students become decision makers and the teacher facilitates their thinking.

Another feature of this program is a two-day teacher training component. During this training (for an estimated audience of 30), teachers learn the format of the curriculum and the basic elements contributing to reinforcement, consciousness raising, and productive thinking (actual tasks to be performed). Following training, teachers are given the curriculum and asked to use the program lessons or activities once a week. Teachers are directed to use the lessons in sequence so that students will easily understand the process, ultimately reaching the higher-level activities in which problems or tasks are more complicated. These higher-level activities are linked to academic principles and require that students create new or unique solutions that work; a finished product is also a requirement of higher-level activities.

The Institute for Creative Education has prepared several manuals to help adopters. These include a lesson development workshop manual to help adopters devise new lessons specifically for their own district and an administrative manual with the necessary information for smooth implementation and project management. The Institute staff are available for consultations and follow-up activities. Costs can be negotiated.

evidence of effectiveness Similar treatment and control groups were pre- and posttested with the Torrance Test of Creative Thinking, figural forms A and B. The creative thinking abilities of project students in grades 4-6 improved significantly above the .05 level. A full report is available from the project.

implementation requirements The Institute curriculum can be implemented in schools of any size and composition provided that teachers are trained in Institute concepts. It can be used by whole classrooms or cross-grade groupings and in large- and small-group settings. A group of 30 teachers is ideal for training (two days). The entire adopting staff should attend a one and one-half hour awareness session before training. An administrator or project coordinator should be trained with the teachers so that proper follow-up activities can be carried out. The only materials required (for curriculum and project administration) are supplied at cost, approximately $50 per teacher.

financial requirements Teacher training is the main expense. Two Institute staff members are required for a two-day training. If done on release time, the cost of substitutes must be met by the adopter. No additional staff or equipment are needed. Minimum upkeep (involving only such consumables as paper, pencils, craft materials, wood, etc.) is needed after initial implementation.

services available Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including consultation fee, to be negotiated; cost of materials, $50-$55 per teacher; plus trainer stipend). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact Verne Kelly, Director; Institute for Creative Education; Educational Improvement Center -- South; Box 209; Route 4, Delsea Dr.; Sewell, NJ 08080. (609) 228-6000.

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-22 Approved: 7/11/79

Compiled Summer 1981

PROJECT THE ME/ME DRUG PREVENTION EDUCATION PROGRAM

A drug prevention education program aimed at improving self-concepts.

target audience Approved by JDRP for public and nonpublic elementary school personnel (teachers, counselors, and administrators) who work with children in grades 2-6. This program has been adapted for use with children in grades K-1, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The ME/ME Program provides elementary-level teachers with classroom strategies that encourage open communication between students and teacher. The program approaches drug prevention through enhancing self-concept and developing problem-solving and decision-making skills. Poor self-images and an inability to make decisions are common to most young people who abuse drugs.

Drug information is a small part of the program and is taught in conjunction with children's learning about themselves and about how to make decisions.

The manuals contain both classroom activities and activities designated for individual completion by students. The materials are student-oriented and are compatible with all areas of the curriculum.

Training consists of a one-day training session conducted by project staff or designated trainers. Training not only provides teachers with the skills necessary to implement the program but also makes them aware of their own attitudes.

evidence of effectiveness Project evaluation completed June, 1975. Pre- and posttests were administered to students in experimental and control groups that had similar socioeconomic and geographic backgrounds and ability levels. Project has proven it increases students' feelings of self-worth, decision-making ability, and factual knowledge about drug use, and improves their attitudes toward proper use of drugs.

implementation requirements Adopters must participate in training, use program activities weekly, agree to monitoring of activities by project site, and administer the evaluation necessary to measure the impact of the program on children. Administrators must allow teachers time in their daily schedules for program activities. Although individual teachers can adopt the program, it is recommended that all 1-6 grade-level teachers from the adopting school do so, if possible (participation by kindergarten teachers is optional).

financial requirements Cost of materials for adopters is $25, $35 to the general public.

services available Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including travel, lodging, meals, and material costs). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact Artie Kearney, Executive Director; ME/ME Inc.; 400 S. Linwood Ave; Appleton, WI 54911; (414) 735-0114.

Developmental Funding: USOE ESEA Title III JDRP No. 75-47 Approved: 5/15/75

Compiled Summer 1981

PROJECT OMBUDSMAN

A school-based semester-long drug education/primary prevention program.

target audience Approved by JDRP for students of all abilities, grades 5-6. This program has been used in other settings with grades 7-10, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Ombudsman is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. Ombudsman does not emphasize information about drugs per se, although some drug topics are included for discussion as part of specific exercises.

The course has three major phases. The first phase focuses on self-awareness, and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision-making, and problem-solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as with family and peers. The third, active phase is in many ways the most important: the class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school system. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way.

The program must be presented to a given classroom of students for a minimum of two hours per week for a full semester.

evidence of effectiveness Pre- and posttesting of experimental and control groups (1977) illustrated Ombudsman's impact on a series of high-risk states related to drug use. Longitudinal comparisons of Ombudsman graduates and non-Ombudsman students (1977) have demonstrated that program graduates are more likely to give up drug use.

implementation requirements The program can be conducted by classroom teachers or other professional or school personnel. A two and one half- to three-day training session for at least eight professionals is required prior to implementation. Two professionals must teach at least one Ombudsman program per semester. Training takes place at the adoption site or the project site. Eight to 30 participants from one or more school districts can be trained simultaneously.

financial requirements One Ombudsman teacher's manual must be purchased for each trainee. A supplemental package of related books and filmstrips can be purchased for each school implementing Ombudsman. The cost of this material is approximately $120 per school. Equipment required includes a filmstrip projector, a movie projector, and other normal materials.

services available Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (all expenses must be paid, including cost of training materials). Training is also available at adopter site (all expenses must be paid, including cost of training materials). Follow-up services are available to adopters (all expenses must be paid).

contact Bob Giduz, Dissemination Coordinator; Charlotte Drug Education Center; 1416 E. Morehead; Charlotte, NC 28204. (704) 374-3211.

Developmental Funding: HEW: National Institute on Drug Abuse JDRP No. 78-194 Approved: 6/12/79

Compiled Summer 1981

PROJECT

PEOPEL: Physical Education Opportunity Program for Exceptional Handicapped Learners

A specially designed, success-oriented physical education program for high school students with unique needs utilizing supervised peer tutors (student aides) to emphasize individualized learning and instruction.

target audience

Approved by JDRP for handicapped students and nonhandicapped peer tutors, grades 9-12. This program has been adapted for use in middle and elementary schools, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

Project PEOPEL was developed to help schools meet the needs of both handicapped (exceptional) and nonhandicapped students through peer tutoring in a success-oriented physical education experience. PEOPEL is designed for students who because of some physical, mental social, or emotional condition will benefit more from an individualized program than from general physical education. Through individualized learning in physical education, students develop mental, social, emotional, and physical abilities at their own pace. The emphasis on the individualized learning of a variety of physical activities is made possible by utilizing peer tutors, called PEOPEL Student Aides, who have completed a special training/orientation class and are under the direct supervision of the physical education teacher. This provides a one-to-one instruction ratio in a coeducational setting with up to 30 students per class (15 exceptional learners and 15 student aides). Each student experiences fun and daily success in a variety of individual, dual, or team activities. The organization of PEOPEL classes is similar to that of general physical education classes. In addition, students are pretested to determine entry skill level based on performance objectives within the Unit of Instruction. The PEOPEL Teacher's Guide has 35 separate Units of Instruction which were developed with task-analyzed performance objectives. Unit of Instruction Performance Objectives are included for history, basic rules, etiquette, terminology, safety, and skill progressions. Other PEOPEL materials are the Administrative Guide and Student Aide Training Manual.

PEOPEL inservice training is designed to assist physical education teachers and staff in implementing the peer teaching components of PEOPEL within their school Training encompasses both administrative and instructional considerations, as well as short- and long-term planning. Staff training participants should include an administrator, counselor, special educator, physical educator, and school nurse from each adopting school. One day of staff training is required for three or fewer adopting schools; one and one-half to two days of training for four or more schools.

evidence of effectiveness

Evaluation of high school students was conducted over a three-year period by pre- and posttesting on a four-item composite Physical Fitness Battery and the Wear's Physical Education Attitude Scale. The data showed significant gains in fitness and attitudes of PEOPEL students ($p \leq .05$) with minimal or no gains in control group ("adapted P.E." with no student aides).

implementation requirements

Program implementation is flexible according to the needs of students, a class, a school, or a district. Instructional procedures enable a school/district to implement PEOPEL with student aides and exceptional students with varying abilities in grades 9-12. No special equipment or facilities are required. Inservice training is designed to meet the needs of the participating teachers, programs, and schools. With training, existing teaching personnel who have a sincere interest can implement the program.

financial requirements

Training materials (PEOPEL guides, manual, and assessment charts), $5 per participant. Training materials provide administrative and instructional guideline considerations for programming in physical education with trained student aides. Other materials and costs available upon request. Implementation costs based on teacher's salary at 30:1 student-to-teacher ratio. General physical education equipment used.

services available

Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (all expenses must be paid). Follow-up services are available to adopter.

contact

Ed Long, Director; Project PEOPEL; Phoenix Union High School System; 2526 W. Osborn Rd.; Phoenix, AZ 85017. (602) 257-3034.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-10 Approved: 3/28/79

Compiled Summer 1981

PROJECT POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

target audience Approved by JDRP for students and personnel in secondary schools. Since many of the intervention strategies have a preventive focus, a cross section of students and personnel in project secondary schools are target participants.

description Major activities of the PASS program include individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students, affective education and personal development programs for students and teachers, time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments, individual and group counseling for students experiencing serious interpersonal confrontations, and counseling for parents.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "A Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

evidence of effectiveness Student suspensions in project schools decreased by about 30%, while in comparison schools they increased 10%. As a result of the success of the PASS program in pilot schools, it was expanded to all 12 high schools in the district. During the 1972-73 school year, student suspensions in Pinellas County declined while suspensions in many other districts increased. Data collected through 1975-76 show a similar trend.

implementation requirements The psychologist, social worker, or counselor providing leadership needs an appropriate master's degree and must be proficient in planning and implementing staff development programs as well as in providing direct services for students. He/she must be a skilled group leader able to learn how to conduct humanistic activities, survival courses, and encounter groups. The leader also provides training and consultation for the time-out room workers, who need at least a B.A. in one of the applied behavioral sciences and related experience or recent training in establishing helping relationships with youth.

financial requirements Since use of additional equipment and materials is minimal, per-learner start-up cost for a three-year program is about 40¢. Operational costs include salaries for a school psychologist and social worker for every five schools and a time-out room worker for each school. Per-learner monthly operational cost varies between $1.20 and $2, depending on whether a paraprofessional is used in the time-out room.

services available Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

contact John C. Kackley, Supervisor/Consultant; Project PASS; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or -0230.

Developmental Funding: USOE ESEA Title III JDRP No. 74-116 Approved: 12/6/74

Compiled Summer 1981

PROJECT

SCHOOL HEALTH CURRICULUM PROJECT (SHCP)

A comprehensive health education program designed to foster student competencies to make decisions enhancing their health and lives.

target audience

Approved by JDRP for students of all abilities, grades 5-7.

description

The SHCP includes a planned sequential curriculum, a variety of teaching methods, a teacher training program, and strategies for eliciting community support for school health education. It involves students, teachers, educational administrators, other school staff, community health personnel, and the families of participating students. Through group and individual activities, children learn about themselves by learning about their bodies. There is one 10-week unit for each grade level. Grade 5 studies the respiratory system, grade 6 the circulatory system, and grade 7 the nervous system. Every unit emphasizes the relationships between one's own behavior and the functioning of the system being studied. Access to a variety of stimulating learning resources, including audiovisuals, models, community health workers, and reading materials, is abundantly provided. The curriculum is designed to integrate with the lives and personality development of children by providing situations in which they may assume responsibility, research ideas, share knowledge, discuss values, make decisions, and create activities to illustrate their comprehension and internalization of concepts, attitudes, and feelings. The curriculum has been developed to enhance other school subjects such as reading, writing, arithmetic, physical education, science, and the creative arts. As teachers become familiar with the subject matter during training, they simultaneously learn teaching methods. Instead of the traditional classroom approach, the teacher uses a learning center approach, which allows children to move about the room, explore resources, and work together in groups. During training, teachers are given packets of materials that help them develop and explain health-related concepts to students. All of the classroom work is described in the packets, and supplemental ideas are included for variety. The SHCP requires that adopting schools send a full team to one of the various SHCP regional training centers to receive training. This team should consist of two classroom teachers from the level for which the unit is being adopted, the principal, and one or two other school support personnel. Training is offered on condition that the participants provide a training workshop for others. By teaching the unit and carefully following the highly structured plan of the curriculum, teachers gain the experience necessary to present a workshop. The team is then able to train other classroom teachers in their own school and in other schools to use the SHCP effectively.

evidence of effectiveness

Twenty-four separate studies were completed between 1964 and 1978 to ascertain the effectiveness of the curriculum. A recent review and synthesis of these studies indicates that fifth-, sixth-, and seventh-grade units were effective in increasing health-related knowledge and providing positive health-related attitudes.

implementation requirements

Implementation of the SHCP requires a school team comprised of two classroom teachers, the principal, and one or more curriculum support persons to: receive training in the grade level being adopted; utilize SHCP activities for a minimum of 10 weeks during the school year; utilize SHCP teaching materials; involve school administrators, parents, and representatives of community health organizations in the project; and offer a SHCP training workshop for others after the first year.

financial requirements

Teacher training costs, totaling approximately $2,500, can be shared by as many as eight teams (32 members, including 16 teachers). Nonconsumable instructional materials cost about $3,500 per district per grade level. Consumable instructional materials cost about $500 per district per grade level.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Robert F. Guthmann, Jr., Director of Information and Resources; National Center for Health Education; School Health Education Project; 901 Sneath Ln., Suite 215; San Bruno, CA 94066. (415) 952-7922 or (800) 227-6934.

Developmental Funding: HEW: U.S. Public Health Service JDRP No. 79-14 **Approved:** 5/8/79

Compiled Summer 1981

PROJECT

SEQUENTIAL PHYSICAL EDUCATION REFORM: The M-5 Project

A logical, sequential, self-directed program in physical education that fosters knowledge about physical education and positive attitudes toward becoming and staying physically fit.

target audience

Approved by JDRP for students of all abilities, grades K-6.

description

The project's mission is to give students and their teachers knowledge about physical education and positive attitudes toward becoming and staying physically fit. Activities are built around major skill areas through the use of a variety of techniques that include specially designed learning centers and individualized learning activities.

The program endeavors to enable each child to develop physically, emotionally, socially, and mentally through the medium of physical activity. At the beginning of each school year, students are requested to complete a health appraisal form which aids teachers in recommending individual programs. As soon as the forms are returned, physical fitness testing begins, with each child being tested on the following skills: bench push-ups, curl-ups, squat-jumps, standing broad-jump, and the 30-yard dash. After testing, skill level needs are determined and the M-5 program begins.

All students visit six movement activity centers two days a week for approximately five minutes. The centers are designed to develop fitness and movement skills through sequential activities from lower to higher levels; as skills are developed, students progress to the next higher skill level, which allows students to gain the foundations needed in a logical and sequential manner. One day a week is spent in self-testing to determine improvement, the remaining two days in movement motivators: bean-bag activities, group and creative games, gymnastics, hoop activities, parachute activities, and yarn-ball activities. In addition, students are encouraged to be self-directive and to develop interest and proficiency in worthwhile recreational activities. It is expected that through this effort students will develop physically, emotionally, socially, and mentally as they engage daily in physical education

evidence of effectiveness

Students were pre/posttested on the five-item Kirchner Fitness Test for Elementary School Children. Results of analysis of third-year pre/post data on project children revealed that over 91% achieved gains that were significant at the .01 level. Evaluation reports and JDRP application are available upon request.

implementation requirements

Obtaining Movement Activity Center Curriculum Card File; providing inservice staff development time for instructional workshop for classroom teachers and physical education staff; obtaining materials and equipment necessary for physical education activities. Beyond this point, only mutually agreeable aspects of adoption are involved, the extent of which must be determined by adopters.

financial requirements

The start-up costs for an average-size elementary school (500-600 students) are approximately $2,120 if everything on the equipment list and material list is purchased. These costs include $1,090 for materials and $850 for equipment. Potential adopters should examine the materials and equipment lists very carefully, since many of the items may already be available in the schools.

services available

Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

contact

Carolyn M. Morphy, Director; McBee Institute of Creative Education, Inc.; P.O. Box 1315; Marion, NC 28752. (704) 756-4871.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 78-172 Approved: 5/31/78

Compiled Summer 1981

PROJECT

TALENTS UNLIMITED

A structured attempt to apply a multiple-talent theory approach to the regular classroom situation.

target audience

Approved by JDRP for grades 1-6.

description

Talents Unlimited is designed to help teachers recognize and nurture multiple talents in children of varying ability levels, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning, as well as in the academic areas. The program is a structured attempt to implement and evaluate at the elementary classroom level the multiple-talent theory as defined by Dr. Calvin Taylor; it is based on sound educational and psychological research in learning. Replicable models for teacher training, student instruction, and evaluation have been developed. The program can operate within any organizational pattern.

The Talents Unlimited process model focuses on regular classroom instructional programs, not on gifted programs per se.

evidence of effectiveness

Experimental groups outperformed control groups at the .001 level of significance on Talents Unlimited Criterion Reference Tests and Torrance Tests of Creative Thinking. Also evident were a trend of increased achievement performance and a major impact on positive self-concept as measured by pre- and posttesting with the Cooper-Smith Self-Esteem Test. Evaluation was conducted in 1974.

implementation requirements

Adopting schools are given permission to replicate the three program models: teacher training, student instruction, and evaluation.

financial requirements

Per-pupil start-up cost is approximately $5.98. Per-pupil maintenance cost is approximately $4.20.

services available

Awareness materials are available at no cost. Visitors are welcome at project site on the first Monday and Tuesday of every month. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

contact

Sara Waldrop; Talents Unlimited; 1107 Arlington St.; Mobile, AL 36605. (205) 690-8860.

Developmental Funding: USOE ESEA Title III   JDRP No. 74-82   Approved: 6/16/74

Compiled Summer 1981

PROJECT CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project

A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.

target audience Approved by JDRP for children from kindergarten through middle school who exhibit multiple symptoms associated with learning and/or social behavior problems.

description Learning problems are often caused by a complex of factors. The CSC concept presumes that the solution to such problems lies in an interdisciplinary team approach that focuses on the whole child in a single referral setting. Such troubled children need to receive comprehensive, in-depth diagnostic and remedial services to become more effective and efficient learners. CSC embraces the disciplines of education, psychology, social work, and speech pathology and consults with medical and other community professions. The purpose is to provide the diagnostic, prescriptive, and consultative intervention necessary for these children to experience success. The diagnostic study encompasses intellectual, physical, social, familial, emotional, and communication factors affecting learning. The key ingredients for implementing this program are the exchange of information and the active cooperation among Center, school, home, and community resources.

Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for remediation. The interdisciplinary Child Study Team has served as a model for staffing teams who develop Individualized Educational Plans (IEPs) for students with special needs.

Contact the project about available training and other services.

contact Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.

Developmental Funding: USOE ESEA Title III **JDRP No.** 74-116 **Approved:** 12/6/74

Compiled Summer 1981

PROJECT COMPUTERONICS: Gifted Child Project

A 35- to 40-hour course in programming, problem solving, and computer literacy.

target audience Approved by JDRP for gifted and high-achieving students in grades 6 and 7. This program has been used in other settings with gifted and high-achieving students in grades 5 and 8 and with students of a wide range of abilities in grades 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Computer education is now considered a priority in education for all students, especially for the 2.5 million gifted and talented students in the U.S. The increasing availability of computers -- particularly microcomputers -- in homes and schools is encouraging educators to maximize computer use in many classrooms.

Computeronics provides students with a perspective about computers. Students learn a simple programming language, use computers to solve problems, and see ways that computers are used in their lives. The course consists of two units. "Computers in Society" conveys information about the history of computers, their present and future uses, and computer-related careers. The text, in a magazine format, includes articles, photos, ads, and a glossary. "Problem Solving with Computers" teaches students to program using the BASIC computer language. Students use the computer to apply their programming skills in solving word problems. Students spend as much as 80 percent of their time reading, completing activities, and writing computer programs at their desks or at typewriters; the remaining time is spent at the computer. The course allows as many as 10 students to work with a single computer. No specific make of computer is required.

Computeronics uses a mastery learning approach. Each objective must be mastered before a student moves on to the next. The management system included in student lesson books and activities allows students to work at their own pace. Teachers can be facilitative, directive, or both.

Contact the project about available training and other services.

contact Pristen Bird, Director; Gifted Child Project; 2757 W. Pensacola St.; Tallahassee, FL 32304. (904) 487-1520.

Developmental Funding: USOE ESEA Title IV-C **JDRP No.** 80-30 **Approved:** 12/23/80

Compiled Summer 1981

PROJECT ETHICAL ISSUES IN DECISION MAKING

A program that uses Kohlberg's theory of cognitive moral development to promote the moral growth of high school students.

target audience Approved by JDRP for students in grades 10-12.

description This project has used Kohlberg's theory of cognitive moral development to design a high school Ethical Issues course and a governance model for alternative high schools. Kohlberg's theory identifies six stages of moral development, which are defined and measured by an individual's ability to reason about moral issues in conflict. Designed as a traditional semester elective, the Ethical Issues course can fit into any high school schedule. Cognitive moral development theory provides the structure and some content of the curriculum. Each unit centers on a set of moral issues. Each activity requires class discussion of a moral dilemma involving conflicting rights and duties in a given situation. To expose students to increasingly higher states of moral reasoning, units present increasingly complex dilemmas. Students read plays, novels, short stories, essays, and legal opinions; writing skills are emphasized. Kohlberg's theory is also the basis of the Just Community model for alternative schools, which uses a weekly community meeting to promote cognitive moral development. At these meetings, community and individual issues are discussed, their moral components are explored, rules are voted, and agreements are made on issues of fairness that affect the whole community. Leadership rotates through the community. Decisions of the community meeting are processed and issues are clarified at small-group advisee meetings. The Fairness Committee is another important structure of the model. Any teacher or student can bring someone before the committee to settle a grievance or solve the issues of fairness that inevitably arise in a high school. The committee identifies areas and issues within the school where teachers and students can mediate solutions to problems together, and it teaches skills necessary for that process.

Contact the project about available training and other services.

contact Judy B. Codding; Scarsdale Public Schools; 45 Wayside Ln.; Scarsdale, NY 10583. (914) 723-550[illegible], ext. 144 or 147.

Developmental Funding: USOE ESEA Title IV-C and Local **JDRP No.** 80-31 **Approved:** 11/25/80

Compiled Summer 1981

PROJECT HAVE A HEALTHY HEART

A heart health curriculum and aerobic fitness program for regular classroom, physical education, and health teachers and their students.

target audience Approved by JDRP for students in grades 4-6. Evidence of effectiveness for this program in grades 7-8 has been submitted to but not approved by the Panel.

description There is evidence to suggest that several factors associated with heart disease are related to habits acquired in childhood. The developers of this three-month program assume that educating children about such relationships and teaching them health-promoting habits have great potential for reducing the impact of heart disease. Conducted either within the regular classroom or as part of a physical education or health period, this supplemental health course consists of separate fitness and life-style units, each with its own set of student materials. Developed in cooperation with sports medicine physicians and members of the American Heart Association's Heart, Health, and the Young Committee, the Fitness Book (third-grade readability level) contains information on setting up and maintaining a personal aerobic fitness program. Developed in cooperation with cardiologists, biomedical researchers, and dieticians, the Life-Style Booklet (fourth-grade readability level) conveys information on the effects of smoking, overweight, stress, heredity, exercise, cholesterol, and hypertension on heart disease. Skill-paks containing mazes, puzzles, word scrambles, quizzes, and other activities reinforce concepts taught in the two student booklets. Student materials are used in the classroom for approximately 30 minutes two or three times a week. Students also participate in an aerobic fitness program. (No medical release was required for participating students at the project site. Local physicians determined that students healthy enough to take part in school physical education program activities could participate without risk.) They perform aerobic exercise at their target rate for approximately 20 minutes three times a week. Teachers supervise and participate in all student activities. Project-developed teacher materials include a teacher's manual, a fitness program kit, four videotapes, and resource/enrichment packets.

Contact the project about available training and other services.

contact Sherry Avena; Have a Healthy Heart; 4095 173rd Place, S.E.; Bellevue, WA 98008. (206) 746-0331.

Developmental Funding: USOE ESEA Title IV-C **JDRP No.** 80-38 **Approved:** 12/9/80

Compiled Summer 1981

PROJECT LEARNING FOR LIFE

Motivational, inventive nutrition/fitness curricula, with original materials for classroom, health, and physical education teachers.

target audience Approved by JDRP for students in grades 2 and 5.

description Concern about the relationships between eating, exercise, smoking, and stresscoping patterns and such physical conditions as heart disease, hypertension, emphysema, and certain cancers is on the increase. On the assumption that early acquisition of health knowledge helps to foster positive health attitudes and behaviors that can last a lifetime, project staff developed this program, which uses imaginative and challenging materials to encourage children to make wise decisions on issues of nutrition and physical fitness. The program consists of two courses. Both can be used in a health, science, physical education, or integrated curriculum. On the rationale that health patterns of second-grade students are still evolving but that such students already possess basic learning skills that can be applied to new knowledge, the first course is targeted to students in grade 2. Because fifth-grade students are old enough to make many of their own life-style choices but still young enough to be receptive to the influence of responsive adults, the second course was designed for students in grade 5. The same nutrition and fitness concepts underlie both curricula, and the two courses were designed to complement each other without duplication. The second-grade curriculum, "The Doofus Stories," is a 10-week daily classroom program. Its core is a story read to the class by the teacher. Supplementary activities take place in class, at home, in the community, and in physical education classes. The fifth-grade curriculum, "From the Inside Out," is a 16-week daily classroom program with supplementary activities at home, in the community, and in the gym. Project-developed curriculum materials include student books, teacher's guide and resource manual for both courses, student worksheets, vocabulary cards, and posters. All student materials are generously illustrated.

Contact the project about available training and other services.

contact Ann Buxbaum, Director; Learning for Life/MGH; 141 Tremont St.; Boston, MA 02111. (617) 482-9050.

Developmental Funding: USOE ESEA Title IV-C JDRP No. 80-43 Approved: 12/23/80

Compiled Summer 1981

PROJECT PHYSICAL EFFICIENCY AND CORRECTIVE PHYSICAL EDUCATION (PECPE)

A program teaching the effects of proper exercise on the total functional capacity of the human organism.

target audience Approved by JDRP for grade 7. This program has been used in other settings with grades 5-6 and 8-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

description The philosophy underlying PECPE is that a scientifically planned program is more likely to improve physical health and conditioning than less-structured, traditional physical education programs. PECPE seeks to add to an otherwise comprehensive physical education program components that will meet three important objectives: increased physical strength; an expanded range of motion for arms, legs, and hips; and improved cardiorespiratory efficiency. All children, including mainstreamed special education students, are involved. During the initial orientation period, individual strength and endurance are assessed. Prescriptions are made to permit every student to perform at the optimal level. Students spend three one-hour periods a week in exercises prescribed to meet program objectives. Each period begins with 15 stretching exercises, which aid in increasing the motion range of body joints and result in total muscle warm-up prior to performance of physical activity. Second, neuromuscular integration activities, which reveal the physical nature of students with respect to dynamic energy, flexibility, balance, and general body control, develop a high level of general motor educability. Next, to promote the simultaneous development of muscular strength and endurance, students complete an 11-station circuit on a multistation weight machine. Last, activities enhancing cardiovascular efficiency (running, jumping rope, rowing) are engaged in for five one-minute periods, with 30 seconds of rest between periods. Each student strives for a pulse rate of 180 beats per minute, considered optimal for the age group. An individual record card showing daily progress on these activities is maintained for each student.

Contact the project about available training and other services.

contact Marvin B. Rexroad, Project Director; Jackson Junior High School; 30th St.; Vienna, WV 26105. (304) 295-4555.

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 79-37 Approved: 9/26/79

Compiled Summer 1981

PROJECT PRIMARY GRADES HEALTH CURRICULUM PROJECT (PGHCP)

A comprehensive health education program to teach children in grades K-3 about their senses, their bodies, and good health habits.

target audience Approved by JDRP for students in grades K-3.

description Like the School Health Curriculum Project, its companion program for students in grades 4-7, the PGHCP has been designed to assist children to make informed decisions about personal health practices. In the kindergarten unit, "Happiness Is Being Healthy," children are introduced to their five senses, feelings, caring for their health, and general health habits. The first-grade unit, "Super Me," expands on the senses of taste, touch, and smell and their roles in communicating information about personal and environmental health; and explores self-concept development and individuality as well. The second-grade unit, "Sights and Sounds," emphasizes the emotions and methods of communication with regard to the senses of sight and hearing. In the third-grade unit, "The Body, Its Framework and Movement," students study the skeletal and muscular systems while exploring how the senses provide information about bodily functions and the ways in which health is influenced by the environment. The PGHCP program has seven components. The health content represents the body as a network of senses and feelings that interact with other body systems and require cultivation and care. Teaching/learning methods emphasize small-group learning centers and peer teaching, exploration of ideas through experiential activities, and the use of a wide variety of media aids and community health personnel and resources. The training program involves teachers, administrators, and other school personnel in active, participatory workshops. Community development activities involve school personnel, parents, health professionals, and the community. Other subject areas and skills, including reading, writing, arithmetic, art, and drama, are integrated into health-centered learning activities. A series of evaluation procedures and instruments measures the effectiveness of the program at each grade level.

Contact the project about available training and other services.

contact Robert F. Guthmann, Jr., Director of Information and Resources; National Center for Health Education; School Health Education Project; 901 Sneath Ln., Suite 215; San Bruno, CA 94066. (415) 952-7922 or (800) 227-6934.

Developmental Funding: HEW: Bureau of Health Education (U.S. Public Health Service) **JDRP No.** 80-6 **Approved:** 5/23/80

Compiled Summer 1981

PROJECT PROJECT SCAT: Skills for Consumers Applied Today

A consumer education program in health and money management for high school students.

target audience Approved by JDRP for students in grades 9-12. Portions of the program have been used in other settings with adult students, but no evidence of effectiveness has been submitted to or approved by the Panel.

description Each of the two one-semester courses developed by this project is designed to acquaint students with basic elements of our economic system and to help them to acquire the skills, concepts, and knowledge required to function as informed and wise consumers. Each course addresses six topics. "Health and the Consumer" deals with balanced diet, food additives, food shopping, medical care, personal grooming, and product safety; "Money Management and the Consumer," with basic economic skills, budgeting, banking, credit, insurance, and taxes. Each topic is treated in a separate student Packaged Activities for Learning (PAL) booklet. Each student booklet is accompanied by a teacher PAL. Instructional materials for the 12 units include student booklets, teacher guides, and classroom aids. Student PALs, illustrated with project-developed cartoon-type characters, follow a uniform format, which consists of an introduction, vocabulary, content, and subjective and objective review questions. Teacher PALs contain content outlines; behavioral objectives; activities and suggested resources; instructional aids, including tests, activity sheets, film guides, and transparency masters; and answer keys. The project has also developed student competency tests for both courses, unit tests, transparency sets, and a teacher training manual that outlines course purposes and implementation possibilities. The reproducible project-developed materials can be used in separate one-semester elective courses or integrated into existing health and economics courses. A variety of student populations and teaching styles are appropriate. Adaptation of course materials to local needs is a feature of training for adopters.

Contact the project about available training and other services.

contact W. M. Ausherman, Director; Project SCAT; Osceola County School District; P.O. Box 1948; 304 N. Beaumont Ave.; Kissimmee, FL 32741. (305) 847-3147.

Developmental Funding: USOE ESEA Title IV-C **JDRP No.** 80-45 **Approved:** 12/23/80

Compiled Summer 1981

APPENDIXES

JOINT DISSEMINATION REVIEW PANEL APPROVED PROJECTS WITH LIMITED AVAILABILITY

The projects listed below were approved by the Joint Dissemination Review Panel. They have performed exemplary work in improving educational opportunities, but their availability is now limited. They have either ceased operations at their original site or are able to handle requests for information only on an ad hoc basis.

I. Demonstration sites in operation; limited services may be available.

CRAM: Compensatory Reading And Mathematics Program
Winchester, Virginia
JDRP Approval: 5/23/79
JDRP Number: 79-16
Demonstration site may be visited; selected materials are available; contact: Esther Morrison; Frederick County School Board Annex; 3030 Valley Ave.; Winchester, VA 22601. (703) 667-8152.

FEED: Facilitative Environment Encouraging Development
Bloomington, Indiana
JDRP Approval: 7/11/80
JDRP Number: 80-12
For available services contact: Susan Eklund; Institute for Child Study; Indiana University; Bloomington, IN 47405. (812) 337-1732.

Home Start
Waterloo, Iowa
JDRP Approval: 1/21/75
JDRP Number: 75-9
Tolleson, Arizona demonstration site may be visited, but no outreach services are available; contact: Virginia McNeel, Director of Migrant Programs; P.O. Box 278; Tolleson, AZ 85353. (602) 257-3870.

project Idea (A Program for Hearing-Impaired Infants)
Campbell, California
JDRP Approval: 6/3/75
JDRP Number: 74-44
Demonstration site may be visited, but no outreach services are available; contact: Marsha Haines; Coventry School; 1125 W. Campbell Ave.; Campbell, CA 95008. (408) 379-2580.

project SMART (Success in Mathematics Through Aural Reading Techniques)
Daytona Beach, Florida
JDRP Approval: 12/6/74
JDRP Number: 74-90
Demonstration site may be visited, but no outreach services are available; contact: Frank Sganga, Director; Project SMART; P.O. Box 1910; Daytona Beach, FL 32015. (904) 255-6475.

II. Demonstration sites no longer in operation; selected materials are available.

Dale Avenue Early Childhood Education Project
Cape May, New Jersey
JDRP Approval: 4/16/73
JDRP Number: 13
Contact: Helen B. Hanson; 319 Washington Street Mall; Cape May, NJ 08204. (609) 884-2092.

Directory of Representative Work Education Programs, 1972-73
Washington, D.C.
JDRP Approval: 6/21/73
JDRP Number: 49
Write: DHEW Publication OE-701701; Superintendent of Documents; Washington, D.C. 20402. $2.95.

Elementary Metric Project
Bismarck, North Dakota
JDRP Approval: 3/16/78
JDRP Number: 78-162
Contact: Project Director; Elementary Metric Project; 400 Avenue E. East; Bismarck, ND 58501. (701) 255-1987.

FAST: Functional Analysis Systems Training
Essexville, Michigan
JDRP Approval: 1/15/75
JDRP Number: 75-4
For FAST training booklets, contact: Herb Escott; Essexville-Hampton Public Schools; 303 Pine St.; Essexville, MI 48732. (517) 892-1527.
For FAST Solution Oriented Seminar Kits, contact: Sonja Tweedie; Region 6 Supplemental Center; Bay-Arenac Intermediate School District; 4228 Two Mile Rd.; Bay City, MI 48705. (517) 686-4410.

Flagstaff Remedial Reading Project (Title I)
Flagstaff, Arizona
JDRP Approval: 4/4-5/73
JDRP Number: 31
Contact: Lorraine Curry; Director of Elementary Curriculum; Flagstaff Public Schools; 701 N. Kendrick; Flagstaff, AZ 86001. (602) 774-8781, ext. 75.

PA: Project Advocate -- Northwestern Illinois Association
DeKalb, Illinois
JDRP Approval: 7/24/75
JDRP Number: 75-61
Contact: Project Director; Project Advocate; Northwestern Illinois Association; 145 Fish Ave.; DeKalb, IL 60185. (815) 758-0636.

Predict I: Pre-kindergarten Education for the Disadvantaged Child -- Title I
Cedar Rapids, Iowa
JDRP Approval: 10/18/76
JDRP Number: 76-101
Contact: Arlene Thompson; Cedar Rapids Community Schools; 346 Second Avenue Southwest; Cedar Rapids, IA 52404. (319) 398-2111.

III. Demonstration sites no longer in operation; inquiries handled as time permits.

the Fail Save Continuum of Services for Learning
Disabled Students
Albuquerque, New Mexico
JDRP Approval: 4/18/78
JDRP Number: 78-171
Contact: Daphne Rowden; Albuquerque Public Schools; North Area Office; 120 Woodland N.W.; Albuquerque, NM 87107. (505) 345-8531.

project Learning Disabilities: Early
Identification and Intervention
New Orleans, Louisiana
JDRP Approval: 4/19/73
JDRP Number: 9
Contact: Ruth Arnaud; Lafayette School; 2421 Carrollton St.; New Orleans, LA 70118. (504) 865-1837.

Lincoln County Exemplary Project in Career Education
Hamlin, West Virginia
JDRP Approval: 12/13/73
JDRP Number: 73-2
Contact: Tom Miller, Program Director; Lincoln County Vocational-Technical Center; Box 437; Hamlin, WV 25523. (304) 824-5449.

Math Laboratories for Disadvantaged Students
Honea Path, South Carolina
JDRP Approval: 7/13/76
JDRP Number: 76-88
Contact: David Johnson, Assistant Superintendent; Anderson County School District No. Two; P.O. Box R; Honea Path, SC 29654. (803) 369-7364.

National Migrant Interstate Project
Little Rock, Arkansas
JDRP Approval: 4/9/73
JDRP Number: 24
Contact: Louie Counts, Supervisor Migrant Education; Department of Education; National Migrant Interstate Project; Arch Ford Education Building; Little Rock, AR 72201. (501) 271-1853.

PAL: Pupils Advancing in Learning
Denver, Colorado
JDRP Approval: 4/4-5/73
JDRP Number: 33
Contact: Cathy Wilsey, Title I Consultant; Adams County School District #12; 10290 N. Huron. Denver, CO 90221; (303) 451-8889.

Reading Improvement Program -- Secondary Schools
Reading Laboratory
Parkersburg, West Virginia
JDRP Approval: 7/1/76
JDRP Number: 76-84
Contact: Darel K. Custer, Director; Wood County Schools; 1210 Thirteenth St.; Parkersburg, WV 26101. (304) 422-8411.

Right to Read: Wilson Junior High School
San Diego, California
JDRP Approval: 3/25/74
JDRP Number: 74-21
Contact: Valerie G. Musso, Program Coordinator; Woodrow Wilson Junior High; 3838 Orange Ave.; San Diego, CA 92105. (714) 280-1661, ext. 22.

IV. Demonstration sites no longer in operation; no inquiries can be handled.

Aprendemos En Dos Idiomas: Title VII Bilingual
Program
Corpus Christi, Texas
JDRP Approval: 6/27/75
JDRP Number: 75-56

Contract Learning for Educable Mentally
Retarded Students
Grand Rapids, Michigan
JDRP Approval: 1/21/75
JDRP Number: 75-11
(This program has been merged with other district programs.)

project Emerge: The Shop
Dayton, Ohio
JDRP Approval: 9/22/75
JDRP Number: 75-1

the First Calculating and Reading Quest
Oglala, South Dakota
JDRP Approval: 4/4-5/73
JDRP Number: 27

Florida Migratory Child Compensatory Program --
Language Arts Tutorial Program
Tallahassee, Florida
JDRP Approval: 4/9/73
JDRP Number: 21

Hawaii Basic Skills Remediation Project
Hilo, Hawaii
JDRP Approval: 10/18/74
JDRP Number: 74-108

Hawaii English Program (HEP)
Honolulu, Hawaii
JDRP Approval: 4/29/74
JDRP Number: 74-28

HEP/Project ALOHA (Allowing Learners
Optimum Human Attainment) A Mainland
Demonstration of the Hawaii English
Program
San Jose, California
JDRP Approval: 4/29/74
JDRP Number: 74-28

Model Learning Disabilities Systems (MLDS)
University Park, Pennsylvania
JDRP Approval: 3/23/77
JDRP Number: 77-110

Pre-Kindergarten Prescriptive Teaching Program for
Learning Disabled Children
Fargo, North Dakota
JDRP Approval: 2/25/75
JDRP Number: 75-12

Project for the Severely Handicapped Child
Miami, Florida
JDRP Approval: 12/4/79
JDRP Number: 79-29
(This project has been adopted by the local school system, but no demonstration site is currently available.)

project READ
Pittsburgh, Pennsylvania
JDRP Approval: 4/29/74
JDRP Number 74-30

II. Demonstration sites no longer in operation; no inquiries can be handled. (continued)

SDR: Systems Directed Reading
Richardson, Texas
JDRP Approval: 6/6/74
JDRP Number: 74-83

South Douglas County Early Childhood Education
Project
Myrtle Creek, Oregon
JDRP Approval: 4/29/75
JDRP Number: 74-113

St. John Valley Bilingual Education Program
Madawaska, Maine
JDRP Approval: 6/24/75
JDRP Number: 75-54

project Success Environment: A Contingency
Management Approach to Classroom Improvement
Atlanta, Georgia
JDRP Approval: 4/4-5/73
JDRP Number: 5
(Information and technical assistance will
again be available when new training sites
are operating.)

project Talent Development
Miami, Florida
JDRP Approval: 9/22/75
JDRP Number: 75-70

Title I Remedial Reading Program
Fort Lauderdale, Florida
JDRP Approval: 8/21/74
JDRP Number: 74-89

Topeka Outdoor-Environmental Education Project
Topeka, Kansas
JDRP Approval: 5/6/75
JDRP Number: 75-15

EXEMPLARY PROJECTS APPROVED SINCE FALL 1980 EDITION

This list identifies projects that have been approved by the Joint Dissemination Review Panel since the fall 1980 edition of this catalog was compiled. The first three projects received approval too late for descriptions to be included in this edition.

Good Samaritan Diagnostic/Prescriptive Classroom for Handicapped Preschool Children, Portland, Oregon; JDRP No. 81-12; approved 6/11/81:
A multidisciplinary team approach to the education of handicapped preschool children, including treatment.
Contact: David N. Grove, Director of Children's Programs; Good Samaritan Hospital and Medical Center;
2215 NW Northrup St.; Portland, OR 97210. (503) 229-7220.

I CAN Instructional Physical Education System, East Lansing, Michigan; JDRP No. 81-13; approved 6/11/81:
Physical education for trainable mentally impaired children and youth ages 5-25.
Contact Janet A. Wessel, Professor; Field Service Unit; 134 IMS-Circle Bldg.; Michigan State University;
East Lansing, MI 48824. (517) 355-4740.

Training for Turnabout Volunteers, Miami, Florida; JDRP No. 81-11; approved 6/2/81:
A program for training students in grades 7-9 to tutor students in grades 1-6 in reading and math.
Contact Johanna Bullock, Coordinator, or Gina Craig, Supervisor; Training for Turnabout Volunteers;
1410 NE Second Ave.; Miami, FL 33132. (305) 371-2491.

APEC: America's Possible Energy Choices, 6-13
Boulder Valley Public Schools Follow Through Program, 9-34
Cambridge Follow Through Project, 9-35
Cashflow Forecasting System, 7-5
Cherokee Follow Through: A Direct Instruction Model, 9-36
project COAST: Cognitively Oriented Approach to Skills Teaching, 9-37
Communication Arts and Science Training (Project CAST), 11-5
Community School 6 Bronx Follow Through, 9-38
Computerized Pupil Attendance Accounting/Census System, 7-6
Computeronics: Gifted Child Project, 12-14
DeKalb County Follow Through: A Direct Instruction Model, 9-40
Developmental Education Birth Through Two (Project DEBT), 10-14
Duval Consumer Education Curriculum, 6-14
East Las Vegas Follow Through: A Direct Instruction Model, 9-41
Elmira Follow Through Project, 9-42
Ethical Issues in Decision Making, 12-15
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Public School 92 Manhattan Follow Through, 9-60
Public School 137 Brooklyn Follow Through: A Direct Instruction Model, 9-60
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ESEA TITLE I EXEMPLARY PROJECTS

The following list of exemplary projects is provided for the convenience of those who are looking for projects developed with Title I funds. Each project is described on the catalog page indicated.

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Title I ESEA Preschool, 5-25

ARIZONA

Catch Up - Keep Up, 9-35
Flagstaff Remedial Reading Project (Title I), 13-3

ARKANSAS

Migrant Student Record Transfer System (MSRTS),* 3-7
National Migrant Interstate Project,* 13-4

CALIFORNIA

California Migrant Teacher Assistant Corps: California Mini-Corps,* 8-3
project Catch-Up, 9-8

COLORADO

PAL: Pupils Advancing in Learning, 13-4
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PRIOR: PReschool and Improvement Of Reading, 9-57

CONNECTICUT

IRIT: Intensive Reading Instructional Teams, 9-49

FLORIDA

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Title I Remedial Reading Program, 13-5

GEORGIA

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HAWAII

Hawaii Basic Skills Remediation Project, 13-4

ILLINOIS

Child-Parent Centers Activity (CPC), 5-14
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Early Prevention of School Failure Migrant Program (For Spanish and English-Speaking Children),* 3-4

IOWA

PREDICT-I: Pre-kindergarten Education for the Disadvantaged Child -- Title I, 13-3
Title I Reading, Grades 2-6, 9-67

KANSAS

Team Oriented Corrective Reading (TOCR), 9-66

LOUISIANA

Every Student Every Day, 9-43

MASSACHUSETTS

project Understand: Arlington's Title I Program, 9-68

MICHIGAN

a Chance for Every Child, 9-36
Discovery Through Reading, 9-40

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HIT: High Intensity Tutoring, 9-47
NOMAD: Needs and Objectives for Migrant Advancement and Development,* 3-8

NEBRASKA

ACE: Administrative Cooperative in Education, 7-4

NEW HAMPSHIRE

Basic Skills in Reading (BASK), 9-34

NEW JERSEY

Criterion Reading Instruction Project (CRIP), 9-39

NEW YORK

project CHILD: Comprehensive Help for Individual Learning Differences,* 3-3
Diagnostic Prescriptive Arithmetic (DPA), 9-12
Title I Children's Program: Learning to Read Through the Arts, Division of Curriculum and Instruction, New York City Board of Education, 9-31

NORTH CAROLINA

project Reading Improvement, 9-61

OHIO

Early Childhood Education -- All Day Kindergarten, 5-18

OREGON

Upstairs School, 9-68

PENNSYLVANIA

project PRIDE: Professional Reading Instruction with Desirable Effects, 9-57

RHODE ISLAND

Reading Instruction and Pupil Personnel Services (RIPPS), 9-62
SEAPORT: Student Education Assuring Positive Organized Reading Techniques, 9-64

UTAH

Improving Achievement (Reading) Through Use of Teachers and Teacher Aides, 9-48
Programed Tutorial Reading, 9-58
(A second site for this project is located in Bloomington, Indiana.)

VIRGINIA

Computer-Assisted-Diagnostic-Prescriptive Program in Reading and Mathematics (CADPP), 9-10
CRAM: Compensatory Reading And Mathematics Program, 13-3

WASHINGTON

HOSTS: Help One Student To Succeed, 9-14
Individualized Bilingual Instruction (IBI), 3-5
Secondary Credit Exchange Program,* 3-8

WEST VIRGINIA

Reading Improvement Program -- Secondary Schools Reading Laboratory, 13-4

WISCONSIN

Kenosha Model: Academic Improvement Through Language Experience, 9-17

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*Migrant education projects

FOLLOW THROUGH PROJECTS

These Follow Through Projects have been approved by the Joint Dissemination Review Panel and may be designated as Follow Through Resource Centers by the Department of Education's Division of Follow Through. All Follow Through Resource Centers respond to inquiries, receive visitors, have descriptive materials, and offer training. Each program is described on the catalog page indicated.

ARKANSAS

Flippin Follow Through: A Direct Instruction Model, 9-44

CALIFORNIA

Oakland Unified School District Follow Through Program: Learning Through Literature, 5-23
San Diego City Schools Follow Through: A Direct Instruction Model, 9-64
Tulare Follow Through, 5-27

COLORADO

Boulder Valley Public Schools Follow Through Program, 9-34

CONNECTICUT

New Haven Follow Through Project, 9-53

FLORIDA

project COAST: Cognitively Oriented Approach to Skills Teaching, 9-37

DISTRICT OF COLUMBIA

Nichols Avenue Follow Through: A Direct Instruction Model, 9-53

GEORGIA

"Games Children Play..." -- Atlanta Follow Through/Interdependent Learning Model, 9-44
Pickens County Follow Through: Mathemagenic Activities Program (MAP), 9-55

HAWAII

Hawaii Follow Through Project, 9-46

IDAHO

Pocatello Follow Through: Mathemagenic Activities Program (MAP), 9-56

ILLINOIS

East St. Louis Direct Instruction Follow Through, 5-18
Waukegan Follow Through Demonstration Resource Center, 5-28

INDIANA

Indianapolis Follow Through Project, 5-21

IOWA

Waterloo Follow Through: Individualized Early Learning Program, 5-28

MASSACHUSETTS

Cambridge Follow Through Project, 9-35

MICHIGAN

Flint Follow Through Direct Instruction Resource Center, 9-43

MINNESOTA

BASIC: Basic Adaptable Skills for the Individual Child, 9-33

MISSISSIPPI

Gulfport Follow Through: Mathemagenic Activities Program (MAP), 9-46
LeFlore County (Mississippi) Follow Through Resource Center, 9-50

MISSOURI

Kansas City Follow Through Project: Resource Center, 5-21

MONTANA

Northern Cheyenne Follow Through Project, 5-22

NEW HAMPSHIRE

project REAL, 5-25

NEW JERSEY

Trenton Follow Through: Behavior Analysis Approach, 5-27

NEW MEXICO

East Las Vegas Follow Through: A Direct Instruction Model, 9-41

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OHIO

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SOUTH CAROLINA

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TEXAS

Corpus Christi Follow Through Bilingual Project, 3-6
Uvalde Follow Through: A Direct Instruction Model, 9-69

VIRGINIA

Lee County Follow Through: Mathemagenic Activities Program (MAP), 9-50
Richmond (Virginia) Follow Through Resource Center, 5-25

WEST VIRGINIA

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OSE HANDICAPPED CHILDREN'S EARLY EDUCATION OUTREACH PROGRAMS

The following programs are supported as Early Education Outreach Programs by the Department of Education's Office of Special Education. Further information may be found on the catalog pages indicated.

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GEORGIA

the Rutland Center -- Developmental Therapy Model for Treating Emotionally Disturbed Children, 10-10

ILLINOIS

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PEECH: Precise Early Education for Children with Handicaps, 10-17
Peoria 0-3 Project -- Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3, 10-18

MASSACHUSETTS

project ERIN: Early Recognition Intervention Network, 10-6

MICHIGAN

Cognitively Oriented Preschool Curriculum, 5-15

OREGON

the Teaching Research Infant and Child Center Classroom for Moderately and Severely Handicapped Children, 10-13

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Comprehensive Training Program for Infant and Young Cerebral Palsied Children (C.P. Project), 5-17
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The National Diffusion Network

The National Diffusion Network is an organization of primarily school-based programs that have been approved for nationwide dissemination by the federal Joint Dissemination Review Panel. Since its inception in 1974, the NDN has grown from 76 to 315 programs that were developed in large part by classroom teachers with grants from 26 federal programs and agencies and a variety of state and local sources who wanted workable solutions to local problems. The NDN was formed to save educators in other locations who face similar problems the time and expense of developing a solution from scratch. NDN has far exceeded its initial expectations. In 1979-80 alone, almost 10,000 schools adopted an NDN program. As a result, 87,000 teachers received inservice training and 2.7 million students benefited.

NDN programs help learners with many different needs — disabled preschoolers, disadvantaged inner-city children in primary grades, high-achieving high school students, and out-of-school adults, to name a few. There are NDN programs for many content areas, ranging from the basic skills of reading, mathematics, and oral and written communication to vocational and career education, consumer education, and physical education. Other NDN programs provide training for teachers in instructional methods and classroom management techniques. Still others help school administrators with a variety of management problems. Adopters range from small, single schools in remote rural areas to large metropolitan districts.

For information about the services of the National Diffusion Network, contact the National Diffusion Network Division, Room 802, Riviere Building, 1832 M St., NW, Washington, DC 20036.